A Comparative Snapshot of the Inclusion Jigsaw: Learning Support Provision for Primary Learners with Special Educational Needs within Three Private Mainstream Schools in Dubai

توفير التعلم الابتدائي الداعم لذوي الاحتياجات التعليمية الخاصة دراسة مقارنة لثلاث مدارس في دبي

By
Anne-Marie Prem

Student ID 100157

Dissertation submitted in partial fulfillment of
Master of Education- Special and Inclusive Education

Faculty of Education

Dissertation Supervisor
Dr. Eman Gaad

April 2012

DISSERTATION RELEASE FORM

Student Name	Student ID	Programme	Date
Anne-Marie Prem	100157	Master of Education	19 April 2012

Title

A Comparative Snapshot of the Inclusion Jigsaw: Learning Support Provision for Primary Learners with Special Educational Needs within Three Private Mainstream Schools in Dubai

I warrant that the content of this dissertation is the direct result of my own work and that any use made in it of published or unpublished copyright material falls within the limits permitted by international copyright conventions.

I understand that one copy of my dissertation will be deposited in the University Library for permanent retention.

I hereby agree that the material mentioned above for which I am author and copyright holder may be copied and distributed by The British University in Dubai for the purposes of research, private study or education and that The British University in Dubai may recover from purchasers the costs incurred in such copying and distribution, where appropriate.

I understand that The British University in Dubai may make that copy available in digital format if appropriate.

I understand that I may apply to the University to retain the right to withhold or to restrict access to my dissertation for a period which shall not normally exceed four calendar years from the congregation at which the degree is conferred, the length of the period to be specified in the application, together with the precise reasons for making that application.

Signature

Dedication

Every material goal, even if it is met, will pass away. But the heritage of children is timeless. Our children are our messages to the future.

Billy Graham

To

My father

The late

John Ramacha Kurian

For being the father every girl should have

For having me believe I was the apple of your eye - your beloved child -

precious, cherished, blessed

Your love of knowledge and your belief in being a learner for life

Has taken me thus far

And to

My mother

Elizabeth Kurian

For your enormous patience, love and determination

As you waited for me

To get it right

Acknowledgements

Abstract

This study investigates how primary learners with special educational needs in three private mainstream schools in Dubai are supported, with a focus on specific practices put into place to assist their learning and subsequent inclusion within their school. To bring coherency and utility to the data uncovered, findings and discussion are based on four key areas of inclusive practice, termed here as the 'Inclusion Jigsaw'- learning objectives, teaching activities, access arrangements and the learning environment. By first portraying each of the three schools involved in the study against the backdrop of the Inclusion Jigsaw, an attempt is made to compare these three fractals, highlighting best practices and inclusive standards that are very much both available and practicable to schools in the United Arab Emirates that wish to become more inclusive in their thinking and application. Limitations to operationalizing support provision are also examined through this comparative study. Both findings and discussion of data collected cover three different curricula common to the UAE, in the hope that this study is useful across the board in its recommendations for future learning support set-up and practice, in the multicultural setting of this land.

Key Words: Inclusive Education, Learning Support, Special Educational Needs Provision, Inclusive Pedagogy, Cross-case Analysis, Comparative Case Study

اقتباس

تناقش هذه الدراسة كيفية توفير الدعم لتلاميذ المرحلة الابتدائية ذوي الاحتياجات التعليمية الخاصة في ثلاث مدارس خاصة بإمارة دبي تتبع المنهاج الوزاري، مع التركيز على الممارسات المحددة التي استخدمت للمساعدة في تعليمهم وما يعقب ذلك من تطبيقها في مدارسهم. ولإيجاد الترابط والاستفادة من البيانات التي لم يفصح عنها بعد، فقد اعتمدت النتائج والمناقشات على أربع مقومات رئيسية من الممارسات التعاونية التي تم استخدام مصطلح "التعليم التعاوني" لها في هذه الخلاصة   ألا وهي أهداف التعلم، وأنشطة التدريس، وترتيبات الوصول، والبيئة التي يتم فيها هذا التدريس. ومن الوهلة الأولى وعند رسم ملامح كل مدرسة من المدارس الثلاث التي كانت قيد الدراسة على خلفية التعليم التعاوني، فقد حاولنا مقارنة هذه المتغيرات الثلاث مع تسليط الضوء على أفضل الممارسات ومعايير التعاون الأكثر توفرا وقابلية للتطبيق في مدارس دولة الإمارات العربية المتحدة والتي ترغب في أن تكون أكثر شمولية في التفكير والتطبيق. ومن خلال دراسة المقارنة هذه تم اختبار قيود توفير الدعم التشغيلي. وقد شملت النتائج ومناقشة البيانات التي تم جمعها ثلاث مناهج دراسية مختلفة ومشتركة في دولة الإمارات العربية المتحدة. على أمل الاستفادة من هذه الدراسة على وجه العموم وتطبيق توصياتها على إعداد وممارسة الدعم التعلمي المستقبلي في ظل وجود هذا التنوع الثقافي داخل الدولة.

الكلمات الرئيسة: التعلم التعاوني   الدعم التعليمي   توفير الاحتياجات التعليمية الخاصة   علم أصول التعلم التعاوني‫   التحليل التفصيلي للحالة   دراسة مقارنة الحالات.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES & BOXES

LIST OF FIGURES:

LIST OF BOXES

LIST OF ABBREVIATIONS

ADHD   Attention Deficit Hyperactivity Disorder

ASD   Autistic Spectrum Disorder

CBSE   Central Board for Secondary Education (India)

CR   Classroom

ESL   English as a Second Language

IEP   Individual Education Plan/ Program

IJDAT   Inclusion Jigsaw Data Analysis Tool

LS   Learning Support

LSC   Learning Support Coordinator (alternatively termed as SENCO)

LST   Learning Support Teacher

LSU   Learning Support Unit

MoE   Ministry of Education

PD   Professional Development

SEN   Special Educational Needs

SENCO   Special Educational Needs Coordinator

CHAPTER ONE

<u>INTRODUCTION</u>

Attaching high value to a child means being attentive and responsive to that child's needs.

Gary Smalley & John Trent

Educators, the world over, seek to 'do right' by their students, regardless of differences in pedagogy. With education as the intent, there are no exceptions to this rule. Where children are the focus of the system, the dynamics that exist are complex.

Children, like adults, come in all kinds of packages. Should we educate according to similar size packages? The answer is a resounding 'yes'. Should we educate according to similar origins of the packages? To this too, the answer may more often than not be a 'yes', although not always resounding. Should we then also educate according to what we perceive to be similar contents of the packages, and with that be able to delineate the functions of those packages? The answer to such a complex question is equally complicated.

The debate rages on. Do we include children with special educational needs (SEN) in mainstream schools, for if they learn differently, surely schools must be ready to deliver education differently, with a focus on the individual pupil? Does the debate stop when schools acquiesce to this principle?

Enmeshed in all the controversy are legitimate concerns about the operational viability of inclusion. Using a definition by Sebba and Sachdev (1997 in Frederickson & Cline 2002):

> Inclusive education describes the process by which a school attempts to respond to all pupils as individuals by reconsidering and restructuring its curricular organization and provision and allocating resources to enhance equality of opportunity. Through this process the school builds its capacity to accept all pupils from the local community who wish to attend and, in so doing, reduces the need to exclude pupils.

Inclusion has become a worldwide movement. Developed countries blaze ahead while developing ones hurry to follow suit. Mittler (2000) mentions the fact that policies change because society demands change. The United Nations (UN), in particular, has been instrumental in bringing the issue of the rights of the child to the forefront. Along with this general thrust, the field of special educational needs has also been able to find a platform to give voice to the fact that children are children, regardless of size, origin or perceived ability. Therefore, discrimination has no place in a humane society.

The Salamanca Statement was brought forth during a United Nations Educational, Scientific and Cultural Organization (UNESCO) conference held in 1994 and was signed by 92 governments and 20 international organizations. It reiterated the philosophy of inclusion as essential to human dignity and human rights, and stated that inclusive schooling was the way forward. It encouraged governments to adopt this philosophy as a law or policy (UNESCO, 1994).

Mittler (2000, p.vii) also categorically states that:

> Inclusion is not about placing children in mainstream schools. It is about changing schools to make them more responsive to the needs of all children. It is about helping teachers to accept the responsibility for the learning of all children in their school and preparing them to teach those children who are currently excluded from their school, for whatever reason.

Therefore, inclusion entails responsibility. It cannot exist merely as an ideal rooted solely in principle. Inclusion must have 'legs' to walk with for it to become a reality for every marginalized child. Herein lies the controversy. The issues are numerous, as the potential for disaster is high if inclusive education is embarked upon blithely.

12

It is within the conceptual framework of the working of provision that this study seeks to uncover strategic planning that allows pedagogical practice to translate into successful inclusion. Rieser (2011) emphasizes the need for structural change within the education system. Within the United Arab Emirates (UAE), such an analysis holds particular relevance as its educational system endeavours to take on the intricacies of inclusive education.

1.1 Background of Study

The focus for this study has emerged, as most research does, from a combination of circumstances. Denscombe (2007, p.123) has referred to the fact that action research is characterized by:

- Practical issues related to real world activity
- Change as an outcome of action research
- Research cycles or processes borne out of an application of findings and the subsequent evaluation of this application
- Practitioners becoming active participants in this research

To this end, this piece of research is steeped in the practical aspects of provision within mainstream schools for primary-aged children with SEN. It seeks to examine the components of provision within the broader framework of the philosophy that undergirds it. It is hoped that through such a pathway inclusion as a goal comes closer.

To set a backdrop for the rationale behind this choice of topic, a brief outline of both this researcher's background as well as the country within which this research has been embarked upon is integral to understanding the underpinning ideals and realities, and this study's endeavour to highlight ways in which the two co-exist.

1.1.1 Researcher's Background

Being both a parent of a child with SEN as well as a practitioner, this researcher has the dual experience of being both the one on the outside, looking in, as well as the person on the inside, dealing with the reality of the inner workings of providing access.

As a parent, it has been disheartening to see one's own child excluded from mainstream schooling, owing to the lack of facilities available within the Middle East to allow a child with good social skills, but poorer academic skills, into a regular set-up. While it was easier to keep this child within mainstream schooling in his younger years, the decision had to be made when he turned seven to continue his education in a special school setting.

It was a difficult decision to make. He had had the benefit of early intervention in his home country when he was younger and had made great strides on account of it. The gains through early intervention kept him in the mainstream for a few years, even as he moved back to a Middle Eastern country, close to the UAE, to continue his schooling as part of a complete family.

The gap between where the child was and where he ought to be widened in this mainstream setting, as he had no access to on-site special education expertise. As parents, the decision to place certain aspects of a child's development over the benefits of mainstreaming was a difficult one. The choice had to be made to allow his academic skills the chance to be built up within an environment that allowed him to learn through his strengths, which were not the strengths the mainstream curriculum was based on, with the hope of placing him back into regular schooling after essential skills had been built. Thus a decision was made to move to the UAE.

The primary motive in moving to the UAE seven years ago was the country's acknowledgement of children with special educational needs through the availability of special schools and the quality of programs offered by them. It was also encouraging to learn that not only interested regular schools, but the government itself was looking at ways to become more inclusive. The hope of allowing this child access to regular schooling did not seem too far-fetched.

Professionally, this researcher has worked as a learning support specialist, responsible for setting up, executing and coordinating provision in a variety of settings, including remedial centres, special schools, pre-schools and regular

schools. Each environment, as can be expected, had issues pertinent to its components that impacted its outlook on inclusion.

Years spent being part of regular schools attempting to provide support to its students with learning difficulties has further highlighted the gravity of the cause. The pressure to provide for the child with SEN without compromising the system's integral commitment to quality is wrought with pitfalls. These primary concerns are examined in this study.

Within a special school, it is all too easy to forget that the environment is an adapted one. Regular schools have the onus on them to be welcoming of differences, and to be willing to iron out the wrinkles that afflict inclusion. None of what practitioners do will make a difference if the existing successes and issues are not addressed and recognized for what they are.

1.1.2 The United Arab Emirates and its Educational System

The UAE is located on the southeast side of the Arabian Peninsula in Southwest Asia next to the Persian Gulf. Oman and Saudi Arabia are its closest neighbours. It is made up of a federation of seven states, or emirates. They are Abu Dhabi (the capital), Dubai, Sharjah, Ajman, Fujairah, Ras-Al-Khaimah and Umm al Quwain. Formerly known as the Trucial States, the United Arab Emirates came into being in 1971. It is governed by a federal system, and its political system combines traditional and modern principles of administration and structure.

The country's economy is based on the fairly recent discovery of its crude oil reserves and commercial production, and has provided the UAE access to substantial financial resources, which it seeks to invest in the development of employment opportunities, infrastructure improvement and education reform. More recently, tourism has become a part of its economic development. This rapid development has influenced population as well.

The total population of the UAE in 2010 was 7.5 million (The World Bank 2012). It is now considered to have one of the fastest world population growth rates (UAE Interact 2012). The population within each emirate varies

considerably with Abu Dhabi and Dubai having the highest population. The composition of this population is culturally diverse, with only 15-20% of the population being UAE citizens, while the rest are commonly called expatriates. Expatriates comprise of a number of other Arab groups as well as a large workforce from South Asian nations, Africa, Europe and America. Along with this, a number of other nationalities from across the globe make the UAE a cultural smorgasbord, and its commercial life reflects this as well. The expatriate population is largely transient in nature, owing to the contract-based employment practiced here (Arif & Gaad 2008, p.112).

With such a varied population, the UAE's educational system in turn has become one that is responsive to cultural demands and local beliefs. The country's educational system is relatively new, with the basic division being between public education and private education. The public education system offers UAE citizens free education from kindergarten to university, with generous allowances to encourage studying abroad as well. The private educational system has emerged out of expatriate cultural and educational needs, and has largely American, Asian and European curricular influences. Separate schools are available for cultural groups as well as curricular choices. The current statistics (Knowledge & Human Development Authority 2011a) show Dubai to have 79 public schools and 148 private schools with 13 different curricula on offer. Over 87% of the total school population, that is nearly 200,000 students, can be found in private schools. This puts Dubai into the category of having one of the most privatized education systems in the world, with an array of curricula differences. The most common curricula opted for are the United Kingdom (UK), Indian and United States of America (USA) systems of education, as per the statistical report from the Knowledge and Human Development Authority (KHDA) for 2010/2011 (KHDA 2011b). Recent reports show that private school enrolments have actually doubled over the past decade in contrast to a decline in public school enrolment (Absal 2012).

The Ministry of Education (MoE) is responsible for both education systems, but has a wider area of responsibility in the public school system,

seeing directly to infrastructure, curriculum and resource needs and development in this sector. In the private educational system, the MoE's role is mainly to do with licensure and supervision, seeking to ensure basic standards and accountability (Bradshaw, Tenant & Lydiatt 2004). The government's commitment to high educational standards is evidenced through the establishment of the Knowledge and Human Development Authority (KHDA) in 2006, as a means of education reform through decentralized governance arrangements (Al Karam, Al Marri & Al Muhairi 2009). One of the ways the KHDA fulfils government aims is through yearly school inspections since 2008 that covers a number of aspects of school functioning, via a set of common quality criteria. Common targets that the KHDA currently works on with schools are changing from teacher-centred to student-centred teaching approaches, improving leadership and governance and improving behaviour as well as student achievement. The KHDA incorporates within its inspection criteria a section for support of SEN under the area of health and safety. Data available through KHDA reports on school inspections carried out on this provision is qualitative in nature, with a lack of statistical detail.

According to Arif and Gaad (2008, p.112), "[t]his duality in educational provision is mirrored in regard to SEN", where rehabilitation/ therapy-specialised centres are available for local citizens, while other nationalities can access specialized private therapy centres. Gaad (2001, 2010) refers to the fact that all SEN centres are separate from mainstream schools, and fall under the authority of the Ministry of Social Affairs, and not the Ministry of Education, as in the case of regular schools. Bradshaw, Tenant and Lydiatt (2004) reveal that private schools often refuse admission to children with SEN, owing to lack of expertise and/or funding. They add that many students enrolled within private schools have milder or less obvious SEN such as learning disabilities, attention deficit disorders and more recently, milder forms of autism. Students with more obvious or severe disabilities either have to be enrolled into special schools or stay at home. This is true for the public school system as well.

Even then, some private schools do not take in children with known disabilities. If granted admission, they most likely stay in school until unable to progress any further, and are subsequently 'weeded out'. There are schools, though, that do have functioning programs for children with SEN. However, the exact details on the number of schools that are able to cater to SEN, in whatever capacity, are not readily available. Provision in these schools largely follows the 'resource room' or learning support unit model, where children identified as requiring specialist assistance are 'pulled out' for a period of time during their school day to work either individually or in small groups on areas of difficulty and then return to 'normal' classes.

This study focuses on such provision for primary school children with SEN within the private school system, involving a more detailed look at a sample of schools following similar models, with learning support units attached to cater for SEN. The three most prevalent curricula in Dubai, namely the UK, USA and India, were covered through the sample selected.

1.2 Rationale of Research

The educational system in the UAE, being relatively young, is fertile ground for research. Many avenues exist in terms of exploration, unearthing and recording. The challenge though is embarking upon study that is relevant to changing times and needs, and contributes to improving existing practice, underpinned by theoretical knowledge. Gaad (2010) has reiterated the need for the UAE to commit to in-depth work on its own issues that prevent inclusive practice in order to subscribe to the fundamental principles of inclusion, instead of keeping it within the arena of social problems. Within such ideals, lies the rationale behind this piece of research.

While 'special educational needs' has become a definitive buzzword in both the media as well as government policies, it is shrouded in mystery, both in terms of its implications as well as its actual workings. Information on the status of the UAE's current educational system relating to pedagogy and practice has only begun to surface recently, through the KHDA school inspection reports. However,

there is still a dearth of accurate, up to date, reliable information on what this practice looks like on the ground, partly due to the diversity within the system.

Information specific to SEN is even harder to come by. Sufficient, clear documentation on SEN in the UAE would be reflective of focused, sustained effort in a reasonably established field. Instead, this is an area that is still emerging and remains in need of documentation. While the country does have centres for children with SEN, details on provision for these children as well as those with SEN already in mainstream schools is difficult to gather. Information on the exact range of services and expertise available is heavily dependent upon word of mouth, not a central information provider. The lack of basic information coupled with the obscurity of what SEN provision actually is within the UAE leaves the seeker bewildered by conflicting data.

This study attempts to uncover processes and practices already in place within Dubai that are allowing schools to become inclusive settings that utilize evidence-based strategies. By examining learning support set-up and operation elements, an effort is made to highlight what has been seen to work in the diversity of the educational system of the UAE, within the existing knowledge base of inclusive practice, and what slows progress in this field.

1.3   Statement of the Problem

This study, being borne out of experience with the system on offer, is constructed on the basis of seeking to identify the key issues in the mystery that surrounds learning support set-up and operation. It also considers the need for documented evidence of practices that lead to successful learning support operation within the primary section of private mainstream schools in the UAE.

As the UAE moves towards inclusive education, the private sector appears to have no clear-cut strategy to access that points schools in the right direction when it comes to operationalizing inclusion. Owing to the diversity of mainstream educational options, learning support programs are cocooned within these pedagogical and cultural differences. This leaves schools to their own means of establishing provision, with probable consequences of trial and error operation, which may often mean students bear the brunt of these experiments and efforts. In

order to attain seamless provision, issues surrounding the implementation of inclusion need to be recognized and addressed.

1.4 Purpose of this Study

The purpose of this qualitative study is to describe provision for SEN in three primary sections of mainstream private schools in Dubai so as to:

- Document, through observation and research alignment, processes and practices that can be used in learning support set-up and operation to move towards inclusion
- Glean the best practices for inclusion, that is, what has been seen to work within this rather unique setting that is the UAE
- Highlight limitations faced in aiming for inclusion, thereby providing guidance on possible pitfalls to avoid when setting up SEN provision

It is hoped that this study provides useful information on how varied curricula within the private sector brings inclusion into reality, while also highlighting the issues that the UAE is confronted with in establishing this reality practically.

1.5 Research Questions

In order to meet research objectives, this study will seek to answer the following central and sub-questions:

Primary Research Question:

- How do three private mainstream schools in Dubai provide learning support for primary learners with special educational needs?

Secondary Research Questions:

In order to form an answer to the central question stated, answers to the sub-questions that follow would be needed. Based on an adaptation of the Inclusion Jigsaw (Elliot, Doxey & Stephenson 2004) that defines four key elements of inclusive practice:

1. How does each of the three schools studied incorporate practices that signify inclusion through its:
   a. Learning Objectives

b. Teaching Activities

c. Access Arrangements

d. Learning Environment?

2. By comparing the approaches of the three schools to providing learning support for SEN:

a. What are the most consistent best practices promoting inclusion across the three schools?

b. What are the factors that are found to prevent effective provision when operationalizing learning support?

1.6 Significance of this Study

It is hoped that by unearthing the intricacies surrounding learning support provision, insight may be gained into expanding the depth and scope of inclusion as an integral part of the educational system here in the UAE. The key stakeholders within the field of inclusive education are mainly government and its policy-makers, educators, parents and the students themselves. By organizing and comparing the vast amount of information associated with this area of study into essential categories of planning and teaching, a picture should emerge of fundamental components to inclusion that function and meet the purpose. There is no easy, one-size-fits-all solution, but researching what works and what impedes is a starting point to providing a roadmap of sorts to ease a typically complicated process in a country working on cohesiveness in the midst of divergence. Inclusion, after all, is not solely the concern of those with SEN, but the responsibility of all who participate in community.

1.7 Terminology

During the course of this study, certain terminology is utilized to indicate specific segments or attributes, and is not intended to refer to that particular term in its typical entirety. This is to retain the study's focus and avoid confusion and ambiguity. These terms are specified below:

- Special Educational Needs (SEN): Used here to refer to students with impairments, primarily functional, intellectual or academic. It is not used here to refer to the additional learning needs of giftedness, nor is it used to cover

those having special needs from a solely medical viewpoint or due to socio-economic or socio-cultural disadvantage.

- Learning Support Unit (LSU): In this study, learning support units refer to what is more commonly termed as 'resource rooms'- the units within which support sessions take place for students with SEN by specialist teachers for learning support, based on the pull-out model of provision within mainstream schools. LSUs in the context of this study focus on support for SEN as defined above. They are not 'school-based centres for pupils who are disaffected, at risk of exclusion or vulnerable because of family or social issues', as defined by The Department for Education and Skills (DfES) (Ofsted 2006) in the United Kingdom. Therefore, LSUs in this study refer directly to settings for students with SEN as focused on in this study.

- Learning Support (LS): Learning Support refers to any form of support provided to learners with SEN to help them learn. This may be support that takes place within the LSU or support given within the classroom, and is not exclusive to location or personnel.

- Pull-out Model: The pull-out model of provision refers to the withdrawal of students with SEN from the regular classroom in order to access learning support at another site, usually the LSU. It may be referred to as the withdrawal model in other research.

- In-Class Support: In-class support within this study entails additional specialist support provided within the classroom to the student with SEN to facilitate the learning process.

- Classroom (CR): This is the general education classroom setting that is referred to in this study as the classroom. It is not used interchangeably with any other learning situation.

Aside from these vital delineations in terminology, a list of abbreviations has been provided after the Table of Contents.

1.8 Organization of Chapters

Chapter Two enumerates literature that has been reviewed to facilitate this piece of research.

Chapter Three details methodology, covering research design, data collection methods, sampling, data analysis procedures, ethical considerations and methodological issues.

Chapter Four delves into data analysis results, presenting findings that tie-up with the research questions.

Chapter Five discusses these findings and makes recommendations on setting up provision in the UAE.

Chapter Six concludes this study and includes suggestions for future research.

CHAPTER TWO

<u>LITERATURE REVIEW</u>

It is by teaching that we teach ourselves, by relating that we observe, by affirming that we examine, by showing that we look, by writing that we think, by pumping that we draw water into the well.

Henri Frederic Amiel

2.1 Overview of the Literature Reviewed

The literature available on inclusion and its related aspects is ironically vast, considering the fact that inclusion as a concept has only been given prominence over the last thirty years or so. This apparent predilection evidences that inclusion is not solely the purview of special education but of education as a field itself, with a propensity to percolate into other arenas as well, such as politics, human rights and economics. As such, it stands within a minefield of debate and contentious argument, covert as that may be, as it seeks to establish its legitimacy and permanence.

Within the context of this study, selected portions of this vast literature are explored in this chapter along the analogy of a jigsaw puzzle that forms a picture. The structure chosen to do this runs as follows:

1. Why the Fuss?
    a. Historical to Contemporary Leanings
    b. Defining the Terms
    c. Special Education
    d. Right to Community
2. Where's the Picture?
    a. Support Options
    b. Effects of Inclusion on Student Achievement & School Effectiveness
3. And is this the Frame?
    a. School Improvement

2.2 Why the Fuss?

As we live within an increasingly diverse world, constantly subject to change, differences are a part of what we encounter on a daily basis. No longer is homogeneity the norm, as the world shrinks demographically into clusters and combinations that defy prediction. Diversity, therefore, needs an arena to showcase its strength, and this is where inclusion has to find its voice. Inclusion, according to current research, has broad implications that envelope race, ethnicity and achievement (ed. Knowles 2011, p.2). For the purpose of this study, inclusion will be examined largely within its aspect of ability, or rather, disability.

2.2.1 Historical to Contemporary Leanings

Disability, physical or mental, has carried with it numerous negative stereotypes for centuries through every society and race, subscribing to the inhuman treatment of afflicted individuals, with its extreme form in euthanasia, sterilization, incarceration or death (Rieser 2008, 2011). Numerous negative associations plagued individuals with physical or mental impairments and Rieser (2008, pp.13-14) lists common views towards disability such as cursed, evil, demon-possessed, punishment from God, useless, shameful, objects of pity or ridicule, etc. He adds (2011, p.160) that from the age of the Enlightenment, these individuals were believed to be in need of treatment or rehabilitation to become 'normal', stemming from the establishment of medical science. If this was not possible, they were to be put away, out of society. This accounts for the fact that many 'rehabilitative' hospitals were often located on the outskirts of a town or city, as indicated by Garner (2009, p.28).

Garner (2009, pp.26-28) speaks of six core historical models that characterize the view we have held of SEN over the centuries, and that are often the root of much debate related to SEN, be it academic or professional.

He states that these models serve as explanations of "'occurrences of and responses to" SEN, and in order of 'historical impact' they are:

- Magical: Pre-scientific view, dating back to the eighteenth century prior to the Enlightenment, that disability was extraneous to individual control as it was caused by deity or evil. Therefore, links between disability and sin, evil or fear grew. Garner affirms that this model is not completely obsolete in our modern-day context

- Moral: The belief here is that the disabled individual can do something to remedy the situation, as disability and individual responsibility to perfection are linked. If not, laziness was an attribute tacked onto disability

- Medical: All through the early development of SEN to the present day, the medical view of SEN remains dominant with 'difficulty' seen as inherent to the individual and in need of 'treatment' from the medical profession solely. "Hospitalization, care and 'protection'" was characteristic of this view

- Intellectual: This model had its roots in eugenics, holding to the belief that inherited ability did not change over time. The rich were seen as 'capable' and deserving of a classical education, while the poor were not. This principle led to the development of psychological testing, with these professionals joining forces with the medical profession to become significant decision-makers in the field of SEN. Garner terms this as their "pervasive gatekeeping role through the history of SEN" (2009, p.22)

- Social Competence: This view maintains that a person is accepted into society based on his ability to follow its norms and become 'useful'. Hence, the role of educational establishments in cultivating these mandatory skills. If unable to meet these demands, the individual was to be locked away to protect society

- Social Conspiracy: Key concepts in this model are those of 'normality' versus 'abnormality'. Increased identification of handicaps have been seen in the last fifty years or so as a result of this view and the growth

of the "special needs industry" as alluded to by other authors, according to Garner

It is of theoretical value to note the evolution of these views as they inform paradigms and perspectives that govern present actions, and are essential to gaining an understanding of the current issues surrounding inclusion. Rieser (2008, 2011) expands on these models by speaking primarily of the medical model in contrast to what is termed as 'social model thinking'. Within the former approach, the need to 'normalize' the disabled led to a 'deficit' or 'negative' view of disability. Categories of disability were developed out of these perceived deficits, resulting in labeling and further separation. Rieser refers to this traditional view as "a potent means of oppression".

Social model thinking has arisen over the past thirty-five years that has seen the disabled themselves advocate against the medical model consequences they faced. In social model thinking, Rieser (2008, p.16) states:

[t]he focus has shifted from viewing the problem in the person and their permanent impairment to examining the barriers of attitude, organization and environment that deny disabled people access to an ordinary life in the culture and society in which we live.

He illustrates the differences between these two perspectives and these have been represented here in Figure 2.1 and Figure 2.2 below:
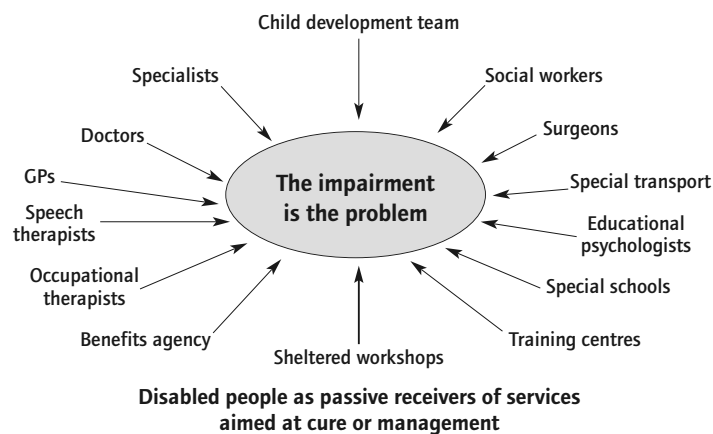
FIGURE 2.1: THE MEDICAL MODEL: THE DOMINANT VIEW

(Rieser 2008, p.17)

Lack of useful education

Inaccessible environment

Devaluing

Prejudice

Inaccessible transport

Discrimination in employment

Segregated services

Poverty

'Belief' in the medical model

Inaccessible information

The structures within society are the problem

Disabled people as active fighters for equality working in partnership with allies
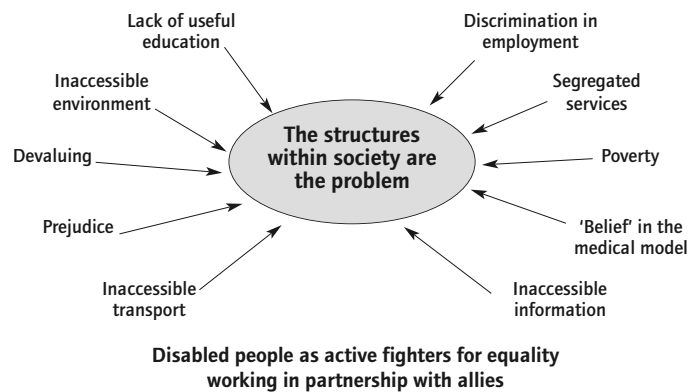
FIGURE 2.2: THE SOCIAL MODEL: FOCUSED ON THE BARRIERS

(Rieser 2008, p.18)

Rieser clarifies the need for medical care for the disabled to minimize their impairments, but states that this medical model "sees the problem in the person and their impairment, rather than in the system and its need for restructuring" (2011, pp.18).

He emphasizes the shift from changing impairment to 'fit' into "a disabling world and society to transforming the society and the world by changing attitudes and removing barriers".

This paradigm shift is backed by the major international organizations that work to protect human rights, as evidenced in the wording of the documents they put forth in relation to inclusion.

Moore (2011) supports this social model of thinking, saying the theory can serve to dismantle exclusion through its identification of the barriers. It is useful to teachers and parents as well as applicable to the wider base of inequality by virtue of this feature. A salient feature of this model is in the Disability Awareness in Action definition of the term 'disability' in relation to the individual, as "the social consequences of having an impairment" (Light 2010, p.122).

In contrast, Farrell (2008, pp.6-7) contends that this social model is rife with "intractable debates about paradigm, system and theory", and backs this claim, quoting it to be "wrong" as stated by Shakespeare (2006 in Farrell

2008). Farrell reasons that the medical view can be expanded and made more holistic in its perspective by acknowledging strength as well as weakness.

Such arguments are countered with the statement that the social model has helped view disability as separate from the individual, shifting 'blame' away (Crow 2010; Light 2010). The social model of disability ought not to be denied, as it is fair in its approach to humanizing the disabled, rather than attaching fault and hopelessness where it does not belong. Medically managed SEN does not foster holistic health for its patients when it is premised on negativity and devaluation. Much of the damage done to individuals with SEN can be traced back to the incorrect and false views of what the reality of SEN is. Part of the analysis needed when studying inclusion is locating subjects' placement within these models of thinking as behaviour is governed by underlying beliefs and value systems.

2.2.2 *Defining the Terms*

In all the literature surrounding inclusion, there have been numerous attempts to define and re-define what appears to be an elusive concept by virtue of its range and ensuing complexities. Armstrong (2011, p.7) suggests inclusion is important as it negates established practices that base selection on perceived ability and allows equality to come to the fore, yet remains elusive owing to its subjective interpretation and usage. She says it depends on the person using the term, the context it is used in and the purpose it is used for. Paliokosta and Blandford (2010) reiterate this claim, stating that definitions on inclusion are inconsistent, resulting in chaotic interpretation. Policies, both national as well as global, suffer inconsistent applicability to students with SEN, owing to this issue (Armstrong 2011; Paliokosta & Blandford 2010).

While Armstrong (2011) and Barton (2007 in Armstrong 2011) say inclusion is "fundamentally about issues of human rights, equity, social justice and the struggle for a non-discriminatory society", UNESCO (2005, p.13) expands it to be:

a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.

In tandem with such a definition comes the necessity to delineate the differences between segregation, integration and inclusion, as often the latter two are used interchangeably and misleadingly. Rieser (2008) links these terms as outcomes of the medical and social models described earlier, shown in Box 2.1.

BOX 2.1: TYPES OF THINKING ABOUT DISABLED PEOPLE AND FORMS OF EDUCATION (Rieser 2008, p.25):

Thinking/model	Characteristics	Form of education
Traditional	Disabled person brings shame on family. There is guilt and ignorance. They are seen as of no value.	Excluded from education altogether.
Medical 1	Focus is on what the disabled person cannot do. Attempt to normalise, or if they cannot fit in, to keep them separate.	Segregation Institutions/hospitals Special schools (with 'expert' special educators)
Medical 2	Person can be supported by minor adjustment and support, to function normally and minimise their impairment. Continuum of provision based on severity and type of impairment.	Integration in mainstream: a) At same location – in separate class/units b) Socially in some activities, e.g. meals, assembly or art. c) In the class with support, but teaching and learning remain the same. **What you cannot do determines which form of education you receive.**
Social model	Barriers identified – solutions found to minimise them. Barriers of attitude, environment and organisation are seen as what disables and are removed to maximise potential of all. Disabled people welcomed. Relations are intentionally built. Disabled people achieve their potential. Person-centred approach.	Inclusive education – schools where all are welcomed and staff, parents and pupils value diversity and support is provided so all can be successful academically and socially. This requires reorganising teaching, learning and assessment. Peer support is encouraged. **Focus on what you can do.**

30

Garner (2009) refers to three types of integration, as evidenced in Box 2.1, under Medical 2. They are locational, social and functional, respectively. Garner rightly terms integration as the 'precursor' to inclusion. 'Mainstreaming' is another term for integration (Armstrong, Armstrong & Spandagou 2011; Garner 2009) and used often in the USA. Armstrong (2011) and Rieser (2008) differentiate between integration and inclusion based on where the focus lies- in integration it is on the perceived deficits of the learner while inclusion places the focus on the barriers within the environment of that learner. Repeatedly, stress is placed on the 'transformation' of school cultures for inclusion to take place (Armstrong 2011; Rieser 2008, 2011).

Armstrong, Armstrong and Spandagou (2011) purport that the lack of clarity around the term 'inclusion' may be a tactical ploy to enhance the popular rhetoric of social policy, as despite the complex process of policy, exclusion is the reality. Added to this claim, they say that, "it is not simply that inclusion means different things to different people but rather that inclusion may end up meaning everything and nothing at the same time", using its diverse meanings to create 'inclusive rhetoric'. They warn that the evasive nature of the term increases the more we use it, as it is often reduced to mere linguistic interplay rather than any lasting reform. They allude to broad, narrow and fragmented definitions of inclusion, arguing that all three damage through their inherent boundaries, with the latter causing it to be a process of 'managing' individuals as 'problems'. This appears to be an astute claim as all too often policy tends to devolve into bureaucratic loopholes rather than strengthen identified measures.

The authors argue that inclusive education has failed to anchor itself owing to the theoretical vacuum surrounding it along with the inadequate tackling of the environmental realities in which it must exist. Dilution of the undergirding principles of inclusion coupled with the escapist literature on the subject is responsible for this resultant vacuum, they say. Paliokosta and Blandford (2010) also cite issues of policy without practical impact, and ideological and conceptual conflicts surrounding inclusive education in their study on diverse school cultures. The ambiguity that surrounds all things

inclusive continues to rise as it searches for its standing within society and this is a pressing issue, for if left till later, we stand to build our house upon sinking sand.

2.2.3 Special Education

Part of SEN being a valid aspect of education brings along with it much controversy and debate related to rights, equity and participation, often resulting in an automatic marginalization from societal benefits (Garner 2009, p.xii- xiii). Inclusion advocates hold special education, the mainstay of children facing exclusion, culpable in its role as a segregated setting (Armstrong, Armstrong & Spandagou 2011; Barton 2010; Reiser 2008). This argument holds water as an increasing number of proponents come to the fore demanding the dismantling of special schools as the only way forward to a barrier-free society. Special schools have been propounded to be a denial of the right to full participation in society. Armstrong, Armstrong and Spandagou's (2011) research points to the belief that special education has no place within the realm of social justice and exists to maintain the stable running of the general education system. Skrtic (1991 in Armstrong, Armstrong & Spandagou 2011) makes a scathing denouncement of special education that "historically it has served as a myth and a legitimating device for school organizations to cope with the stifling value demands of their institutionalized environments". Barton (2010, p.93) supports this view saying special education equates exclusion, but also demands that this critique of segregated schooling does not become the focal point of argument. Instead, he explains the need for a carefully monitored transfer of resources with judicious implementation in the light of the fact that the need for special schools arises out of deficiency in the main educational system.

Much debate has also taken place over the economic viability of maintaining separate educational settings. The World Bank agrees with inclusion advocates that the wastage of resources in the unnecessary dual provision makes no sense (Armstrong, Armstrong & Spandagou 2011; Rieser 2008). On the other hand, there are many who believe that full inclusion is

impractical as there will always be a small section of individuals with profound needs that are better met in specialist settings and that focus on financial gain omits the moral and ethical perspective (Garner 2009, p.133). In light of the social justice and equity arguments put forth favoring inclusion over segregation, this view cannot stand on moral rectitude.

A more balanced approach to this transition from segregation to inclusion may assist in smoothing the path to inclusion and needs to be considered in any educational planning out of policy. Special schools have provided education in the interim with significant pedagogical and technical contributions to inclusive practice and need not be made the villain in the unfolding drama of inclusive education. However, it is obvious that their role must change dramatically to allow for the wellbeing of the very students they support.

2.2.4   Right to Community

Inclusive education rests on the principle of human rights, equity and social justice (Armstrong 2011; Barton 2010; Garner 2009; Knowles 2011; Rieser 2008, 2011; Rix et al 2010). Rieser (2008, p.37) however, states that such a perspective needs more than principle to persuade the world to align with inclusive thinking, as there are many educators that agree to education for the disabled, but not necessarily their inclusion. Rieser supports Sen's (1999 in Rieser 2008) explanation that freedom and development are inextricably linked as freedom constitutes development and is also expanded *by* development. Without the freedom of education, amongst other freedoms, development cannot be claimed. Therefore, the end point of development needs to move to freedom, not mere progress as in the case of economic or industrial strides. Without education, even rich countries lack freedom by this train of thought. Sen establishes the fact that education is key to securing freedom.   If societal commitment to development is linked to the 'marketisation' of education (Barton 2010) though, freedom is at risk, for a market approach to educational policy, planning and practice propagates solely economic wealth. This cannot deliver freedom to society, much as the

delusion persists. Inclusive education is a part of the human rights movement to establish meaningful and free community.

The movement towards inclusion has found its roots in the advocacy of parent groups and charitable organizations as well as disabled people themselves. The literature on human rights and inclusive education repeatedly highlights numerous international initiatives such as the Salamanca Statement (UNESCO 1994) and the UN Convention on the Rights of People with Disabilities (United Nations 2006) that reiterate that every human being, regardless of ability, has the right to community and the benefits that come with a place in community. This international advocacy has placed inclusive education on member country agendas with some urgency, and has helped to give advocacy a place within policy. Countries like the UK have utilized advocacy as a strategy for creating structures that ensure accountability between government and key stakeholders, protecting the rights of the vulnerable (Garner 2009, pp.4-5). Rieser (2008, p.52) too, stresses the need for governments to ally with parents when developing national policy. This holds significance for the UAE context, as Gaad (2010, p.72) has highlighted the role these advocacy groups have played in establishing long-awaited national laws to support the rights of the disabled. Parent empowerment is key, according to the UN Special Rapporteur's suggestions to improve inclusive education through effective policy and practice (Rieser 2008, p.51) and Rieser campaigns for supportive parents and families as allies (2008, p.165).

It may be worthwhile to note here that Garner (2009) mentions the term 'balkanisation' as a reference to the increasing tendency to reinforce visibility to certain categories of SEN by pressure groups and organizations that seek to cement access to resources and support. The effect of this is frequently negative as this campaign is at the expense of other vulnerable groups and does not support inclusive philosophy.

A comparative case study conducted by Yssel et al. (2007) across two countries, South Africa and USA, on parent perspectives regarding inclusive

education reveals how community response and collaboration is essential to the decision-making process. A particularly useful example of qualitative design, this study also underlined how international studies are invaluable to our understanding of fundamental issues on inclusion as many of these issues are very similar globally. At the same time, the unique context helps clarify thinking and attitudes- essential components to inherently inclusive thinking. This study takes up the issues of parental advocacy amongst the related issues concerning parental rights, placement decisions, acceptance of disability in general education and having a child with a disability. A pertinent point seen in the findings was that parents might often find themselves left out of inclusive processes so as to deter any potential fall-out arising out of empowered parental demands. The study also drew attention to South African parents needing to "knock on doors and see which one was open" (2007, p.360) when unsure of placement rights, paralleling the UAE situation. The positive aspects of parent advocacy was brought out through this study with parents owning their part in the inclusion process and not leaving it completely to government and schools to figure out. They also displayed a deeper understanding of that role, as according to the authors, they showed an awareness of "being assertive as advocates for their children, but also supportive in their roles as members of a collaborative team" (2007, p.360). When researching policy and practice it is often simple to escape the reality of those affected. This study helped to stay grounded through its attention to the emotional and social expense to the individual facing disability.

Rieser (2008, p.52) presses for the voice of the disabled to be heard, cautioning policy failure without a clear understanding of the complexities involved. Essential to any concept of inclusion is the audibility of those directly affected by exclusion and segregation. A glance at the overriding issues as perceived by the disabled themselves underlines the ill effects of misguided notions of inclusion (Connors & Stalker 2010; Crow 2010; Giangreco 2010; Wilson 2004; Yssel et al. 2007).

The current literature is clear that while advocacy needs to be an integral part of any drive towards inclusion, it must also have strategic placement to don the

benefits of the right to equity, choice and participation. In relation to inclusion as theory, it can be concluded that although definitions vary and related policies threaten ineffectiveness, there is a firm push for inclusion to move into its own territory of being the vehicle for equity and social justice through the decimation of barriers that seek to divide and prejudice.

2.3 Where's the Picture?

A major variable within this research endeavor is the study of learning support set-up and operation in Dubai. Establishing relevance of this focus to the current educational context has been attempted by sifting through studies showing support options and the effect of inclusive settings on students and their schools.

2.3.1   Support Options

While there is much literature on inclusion per se, there is considerably less to find on the actual practice of supporting learning within the mainstream school. What has emerged from the research available is a selection of the following support options:

- Full inclusion: All student needs are met within the classroom by the teacher in charge through inclusive pedagogy that includes differentiation. This may or may not involve the presence of a teaching assistant

- In-class Support: The student with SEN stays in class with additional specialist assistance available to work through curriculum demands during certain parts of the day. This is also termed as consultant teaching

- Pull-out Support: Students requiring additional specialist support are taken out of class to a resource room or learning support unit for designated periods to work separately with specialist staff. Frequency of this withdrawal is set by the school, and the student remains in class for all other periods

Studies on particular forms of support turn up limited results, showing a definite need for further research in the efficacy of the forms of support opted

for (Lindsay 2003; Muijs & Reynolds 2011). Kilanowski-Press, Foote and Rinaldo (2010) attribute the ambiguity surrounding the meaning of inclusion to be a possible reason for this dearth of research on the quality of inclusive services.

2.3.2 *Effects of Inclusion on Student Achievement & School Effectiveness*

One of the main arguments put forward for inclusion is that it benefits both the student with SEN as well as the student without disability (Armstrong 2011; King-Sears 2008; Reiser 2008, 2011). At the same time, opponents to inclusive education raise concerns about the watering-down of curriculum in the effort to embrace all ability-levels, causing compromise in standards of quality and perceived school-effectiveness. It is within this dichotomy that a student with SEN often needs to navigate, as the issue does not show signs of resolution in the near future. Therein lies the problem and the need for conclusive research that mandates a change.

Garner (2009, p.32) brings clarity to the issue of SEN in relation to globalization's penetrating effect on education, saying nowhere is its effect more deeply-felt that in the field of SEN. Globalization (practically defined as the movement towards integration of economies) has created a 'knowledge society' that demands educational systems turn out products of utility to enhance a competitive world market. This has caused a further marginalization of SEN groups. With this has also arrived 'choice' in education, specifically for those with cultural and social capital. There exists open competition between schools to attract this capital and privatization of education has only served to bolster this trend, with marketisation rampant (Barton 2010). Capability and excellence are the pillars of modern educational systems, leaving no place for anybody needing extraneous support to achieve marginal 'success'. Therefore, as Garner puts it, there is now a failure to attend to "differential learning needs". He attributes the managerial hierarchies prevalent in any educational system as gate-keeping systems that categorize children, sifting and sorting them, and leading to further isolation for the child with SEN. This market principles approach is antithetical to inclusion (Barton

2010; Gaad 2010; Rieser 2011). Barton rightly warns that this marketisation demands a new value system, bent on shrewdness, competiveness and individualism.

When it comes to students and their achievement, these new forces are bound to contaminate school structure and purpose. Yet, studies have been embarked upon to uncover the effects of inclusion on students. Research does suggest that students with SEN do better when mainstreamed (King-Sears 2008; Muijs & Reynolds 2011). When it comes to inclusion's effect on students without SEN, Muijs and Reynolds report that studies have shown an improvement in low achievers' performance but a dip in high achievers' scores, leading them to conclude, based on demographic information, that inclusive settings need to be mindful of retaining balance between student composition. They also state that overall school effectiveness shows a number of advantages chief among them being the social benefits to all students and professional gains for staff when inclusive thinking abounded.

Research deficits in the effects of inclusive practice do not help the cause to establish inclusion as an essential part of society. Coupled with the ever-increasing drive towards excellence at any cost, efforts need to be strategic even in research and development. There must be a collective understanding that inclusion is not just a theory that exists for those affected by disability, but also a very doable process. Evidence is the strongest predictor of change.

2.4 And is this the Frame?

Inclusive education, although touted as an essential feature of modern-day education, can often be found lying on the wayside of discarded school improvement efforts and national initiatives. To gain a deeper understanding of what makes the case for inclusion, current issues need to be identified.

2.4.1   *School Improvement*

Issues related to inclusive education within schools have been limited to curriculum, pedagogy and culture in this literature review as these are the main variables in the context of this study.

Curriculum is often blamed for the inadequacies of inclusive education, seen as the root of most exclusionist evil. It also happens to be fundamental to any discussion on the practice of inclusive education. Theories of learning play their part in the construction of curriculum and in an international context, the variations are rife. As such, it is necessary to examine current research on solutions to the perceived inflexibilities of curriculum. Rose (1998) asserts that providing appropriate curriculum models that allow for inclusion is a challenge for schools, and attitude is the biggest blockade. He maintains that true inclusion is only possible with a combination of curriculum intent and a correct understanding of student right to participation. While crediting SEN pedagogy to be pioneers of innovation in the area of curriculum development, he goes on to stress the fact that students in special schools must be provided with significant elements of the mainstream curriculum if they are to ever transition into inclusive settings. This is especially relevant to the UAE where there is no monitoring of the content of special school curriculum, effectively ringing the death knell on inclusion for those enrolled.

Rose believes that curriculum must have a generic base that applies to all pupils regardless of ability, as well as a focus on the individual pupil, with teachers allowed to decide on content, structure and delivery in the context of the students they teach, linking curriculum inextricably to pedagogy. This means curriculum must allow for differences. He speaks also of the essential feature of balance within a curriculum for if the focus lies wholly on core subjects, students with SEN will not find their niche. Content must be balanced with needs (Tilstone et al. 2000).

Of more recent research is the term universal design for learning (UDL) (King-Sears 2008; Loreman, Deppeler & Harvey 2010; Westwood 2011) assigned to techniques teachers have been found to use in a bid to make lesson content more responsive to the diversity between learners. It originates from the architectural concept of design that allows access and utility for the greatest number of users. In education, there are three categories that characterize UDL, namely, flexibility in content, varied access to learning and range of assessment options (King-Sears 2008, p.57). With UDL comes the

balance that Rose (1998) and Tilstone et al. (2000) refer to and this needs to be a fundamental consideration to every country's curriculum development strategy. An apparent criticism of UDL is seen in Westwood's comment that it remains "a largely unfulfilled ideal…more written about than implemented", but on closer examination this ought to be directed at the makers of curriculum rather than the technique. UDL does move differentiation into the realm of curriculum as the two are inevitably linked.

Pedagogy is the automatic follow-on to discussions about curriculum as it is the implementation of assigned content. In the light of curriculum re-design, it would appear to be ineffective in execution without the corresponding pedagogical knowledge. This is where the root issue comes to the fore, for more than curriculum, teacher understanding of what comprises good teaching and learning is questionable when we undertake an examination of teaching practices across countries and cultures. The UNESCO (2004) document, 'Changing Teaching Practices', is geared towards providing teachers worldwide the means to make curriculum accessible through their pedagogy. Differentiated instruction is an essential component of any move towards inclusive education (Garner 2009; Kershner & Miles 1996; King-Sears 2008; Loreman, Deppeler & Harvey 2010; McIntyre 2010; Paliokosta & Blandford 2010; Rose 1998; Westwood 2011). Though much talk persists in its support, the actual implementation of it is almost as elusive as inclusion by definition. Paliokosta and Blandford's (2010) comparative case studies between three dissimilar school cultures encountered differentiation as a definite barrier in all three schools, where it was used to deflect attention from inadequate pedagogical adaptation and refocus it on provision through setting. Armstrong's (2011) study questioned using streaming of students as a differentiation strategy when actually it was more a guise for exclusion. Differentiation needs to be kept in its context otherwise it cannot be termed as a component of inclusion.

That teachers appear to be rather bewildered by the array of strategies and skills that are now required to teach within a classroom is only symptomatic of the institutional role in making inclusion a priority. This needs both the

fostering of a culture that honors diversity as well as a commitment to professional development programs that equip teachers and place power back in their hands. Empowered teachers leads to the removal of attitudinal barriers to inclusion and the research is rife on this (Armstrong 2011; Loreman, Deppeler & Harvery 2010; O'Connor 2008; Paliokosta & Blandford 2010; Yssel et al. 2009).

Pedagogy is also heavily influenced by culture (Alexander 2000; Armstrong 2011). Cross-cultural research that study this influence comparatively are infrequent, probably due to the range of researcher skills and background knowledge required to assimilate the findings. Alexander's (2000) study across five cultures' policy and practice within educational systems and classrooms is a testimony to this fact. He, too, lays great emphasis on the need to study how pedagogy fits into culture, structure and policy, highlighting the failing of the discipline of comparative education to do so. Alexander attributes access, cost, language, methodology and physical stamina as detriments to such studies, saying policy analysis and documentation are easier options. He makes constant references to his own need to expand his reflective repertoire and concept-connections. Needless to say, his study is extremely valuable to the field of education, owing to the soundness of methodology, the depth of knowledge shared and the insight essential to understanding why teachers make the choices they do. This work on classroom was particularly helpful to this study as it included its three curricula choices. Alexander emphasizes the need to differentiate between aspects of pedagogy that are "universal" or "culture-bound", thereby expanding the pool of shared information. Armstrong (2011) mirrors this philosophy saying culture and pedagogy affect inclusive values and it is important to consider cultural and social influences present within classrooms. The meanings those values take in a multicultural setting may differ from being in a monocultural or bicultural school.

Closely related to these concepts is the impact of school culture on inclusive endeavours. Elliot, Doxey & Stephenson (2004) reiterate the need for school culture to be intrinsically inclusive for inclusion to succeed.

Ainscow (2002, p.30) and Reiser (2008, p.133) recommend the use of the Index for Inclusion (Booth & Ainscow 2002) to enhance this component of inclusion. Part of school culture is also accounting for the inevitable influence the paradigm of achievement has on the willingness to transform into an inclusive school. Barton attributes much of the argument against inclusion to stem from the "marketisation" of education with its fundamental feature of competitiveness (2010, pp.94-97). This entails individualism and 'selection', all counter-intuitive to inclusion. Reiser (2011, p.162) refers to the 'market principles' governing education, and Garner (2009) speaks of the globalization of education- both in keeping with education as a 'business' (Gaad 2010). King-Sears (2008) warns of the increasing pressure put on inclusion as result of this pursuit of excellence, but maintains that inclusive pedagogy is beneficial to achievement through its ability to cater to *all* learners not just SEN, thereby raising attainment. Therefore, the argument that inclusion cannot be accommodated as it puts quality and standards at risk is not valid.

Whatever a school does, it needs to approach it as whole-school, be it curriculum or staff development (Rose 1998) or inclusion (Elliot, Doxey & Stephenson, 2004). This signifies 'joined-up' thinking as well as an understanding of what it means to be a community, strengthening the base of accessibility for all.

2.4.2 Role of the National Government

The UAE government has made definite overtures towards inclusion. The more recent developments are to do with ratification of the UN Convention on the Rights of People with Disabilities through Federal Law 116/2009 replacing the term 'special needs' with disability instead. Whether this terminology alteration signifies transference onto a right-based view of individuals with SEN remains to be established, as the charity approach to disability is still very much in evidence. Gaad (2004a, 2010) draws attention to these blurred lines by the fact that SEN is looked after by two Ministries- Education and Social Affairs, and until recently also the Ministry of Health.

She advocates for a change on the basis of it being detrimental to a human rights perspective as well as overall efficiency of providing for SEN.

Federal Law 29/2006 (Ministry of Social Affairs 2006) was issued to protect the rights of those with special needs, but part of that law's assertion that education is a right is its laxity in stating the setting of that education. It, instead, looked largely towards special schools to educate and rehabilitate those with special needs. This does not bode well for movement of education onto a social thinking view of disability.

A similar stance was taken by the three caveats found in the UK government in its Education Act of 1981 that denied 'integration' of disabled children if their needs could not be accommodated, if their SEN interfered with other pupils' education or if the costs involved were considered inefficient (Reiser 2011, p.161). That these caveats were convenient to misuse and promoted special schooling is a cautionary tale to governments the world over. Reiser's denouncement of the UK government's more recent view that inclusion can be possible within special schools is also to be heeded as an avenue detrimental to the process of inclusion. Armstrong, Armstrong and Spandagou (2011) also warn against the "inclusive rhetoric", discussed earlier in this chapter, threatening to take over government use of policy as a means to secure inclusion. The fact that the UAE is perceived to be a "caring" society (Gaad 2010) is not enough to promote inclusion.

School inspections are another bone of contention across governments when it comes to inclusive education. Marshall (2008) lists perceived problems with UK school inspections as those to do with fairness, methodology, consistency between inspectors and inspection effects upon schools. He highlights the fact that though reports state the overall advantages of inspection, very little information is generated on its benefits to students with SEN. However, special school performance has shown a marked improvement owing to the accountability within these inspections. It is necessary to allow these studies to inform the more fledgling cycles of

inspections done in Dubai through the KHDA and their role in elevating inclusive education.

The more recent ratification of the UN Convention is an encouraging sign that change is in the works, gradual as it may seem at the moment. The monitoring of the UAE's implementation of the Convention precepts should assist the process. It is vital that the government aligns its concept of inclusion to international standards.

2.4.3   *The International Context*

The role of international organizations in inclusive education is undeniable, as the work done through international collaboration has put inclusion on the frontlines of global educational transformation. That this road has been arduously long is equally undeniable, as documented by several researchers (Bines & Lei 2011; Reiser 2008). Key perspectives that come up in the literature are the role of governments in subscribing to inclusion, but even more worrying is the gap in the research on cross-cultural documentation of inclusion efforts along with the data on disability itself (Bines & Lei 2011). Studies done internationally do not research provision and hence much-needed dissemination of "what works" in the field is missing (Bines & Lei 2011). Coupled with this is the need for highly beneficial international discourse (Ainscow & Sandill 2010; Armstrong, Armstrong & Spandagou 2011) that allows for two-way learning between the global north and south (Bines & Lei 2011).

A perusal of existing literature and international reports and guides demonstrate the wealth of information available to those committed to get inclusive education off the ground. The fact that the UAE is placed rather uniquely within the multicultural framework of globalization makes an international perspective mandatory to working within this complexity. However, it is not just countries similar to the UAE that need a wider worldview. For this world that is shrinking rapidly, it is essential that we bring up children that are culturally intelligent by virtue of their respect for

diversity, and that becomes intrinsic only when they experience it in their everyday lives.

2.5 Will the Pieces Fit?

The Inclusive School

While inclusion remains a concept with numerous complexities, there is evidence that it can work, provided the right combination of components are actively at work. This is where there needs to be more research-based evidence on what works and what will not work. Numerous statements have been made on the practical aspect of inclusion not being awarded sufficient attention (Bines & Lei 2011) and Porter and Lacey (2005, p. 67) stress on the need for research into the process rather than the tendency to focus on outcomes. They also advise that such research create a repository of pedagogical approaches teachers can resort to for variability and development in the learning experiences they provide their students. Mitchell (2008) is one example of authors who have researched strategies that work specifically for the cause of inclusion.

Moving onto the broader implications of such research is the need to bring about structural change within schools to allow for inclusion (Rieser 2011). Gross and White (2003) recommend the use of strategic planning to bring about this structural change rather than an operational tweaking, as it implies a deeper analysis of what makes schools do what they do. The authors put forward the use of a school improvement cycle that involves school policy objectives, monitoring and evaluation, planning and target setting (provision-mapping) and a school self-evaluation strategic analysis. Approaching inclusion this way opens the door to enhanced participation for both students as well as staff across all levels of school-life, much as Elliot, Doxey and Stephenson (2004) suggest. Gross and White (2003) purpose that SEN needs to be managed at a whole-school level through the school's overall improvement process. This is social model thinking and it tackles issues from the root.

Gibson and Blandford (2005) also recommend a similar process of school self-evaluation and monitoring to promote school as the community around the child with SEN. The Index for Inclusion (Booth & Ainscow 2002) is a highly

recommended resource for schools to use to evaluate existing policies, practices and cultures and thereby structure their processes.

In addition to core strategy, Reiser (2011) lists a range of factors promoting inclusive practice through interviews with administrators, teachers, pupils and parents. Some of them are strong leadership with clear vision and inclusive values, a positive approach from all staff, collaboration between home and school, external sourcing of expertise, the use of positive role models, effective professional development and regular review.

The fact that inclusion is viable and available is impetus enough for those who believe in its ideals. The literature reviewed over the course of this study has widened the options available, testimony to the fact that research provides solutions- if sought long enough.

CHAPTER THREE

<u>METHODOLOGY</u>

It is better to ask some of the questions than to know all of the answers.

James Thurber

Learn more; then you will know how much more you need to learn.

Chinese proverb

This piece of research has followed the qualitative track in its methodological framework as much of the understanding needed to address the queries put forward in this study are governed by an interpretative approach. Given the complexity of the subject of inclusion within education, much of what we interpret is what guides change and development in this field. As such, this research project has been conceptualized from real-world problems faced within the learning support (LS) setting, both in terms of operational issues as well as the larger scheme of philosophical and theoretical underpinnings that govern the choices made in making inclusion an asset. The interpretative purpose that 'focuses on how things work in a particular setting and on how people make meaning of particular phenomena' (Glesne 2011, p.38) is the rationale behind the choice for the qualitative approach employed here.

This entire piece of research may be considered to be a 'snapshot' of SEN provision in primary sections of mainstream schools as there was a significant delay between data collection and reporting of the findings with data collection timeline details in Appendix I-E. Recognizing this flaw does not negate the relevance of the study as snapshots allow for 'pragmatically focused studies, which are interested in describing the state of affairs in a field' (Flick 2009, p.137). As such, despite the lag, snapshots of structures and processes within schools to bring about inclusion are applicable in the present, by virtue of the nature of the data in question.

While acknowledging the breadth as well as the depth of the information gathered through this study, the focus remains to provide an overall bird's eye view of SEN provision and its functioning that can inform strategic planning. Hence, methodological choices have been made to retain this focus and will be described in detail below.

To be able to consider why schools make the choices they do and what the implications of those choices are, a comparative case study approach has been employed so as to gather data that is rich in its potential for exploration while also carrying within itself reliability and generalizability. At the same time, case studies help "to establish the limits of generalizability" and highlight intricacies that can be studied further, all while helping to refine theory (Stake 2005, p.460). To this purpose, a comparative case analysis has been employed to push salient features of SEN provision to the surface for further discussion.

3.1 The Methodology Roadmap

In the interests of providing the reader with an overview of the methodology employed to conduct this study on LS provision, a visual depiction of the sample, data collection methods and data analysis can be found in Figure 3.1.

This study was completed in two design stages- one for data collection, which was broad and more open-ended in intent, and the second tailored more specifically for data analysis, tying in sifted data from the first stage into its design components.
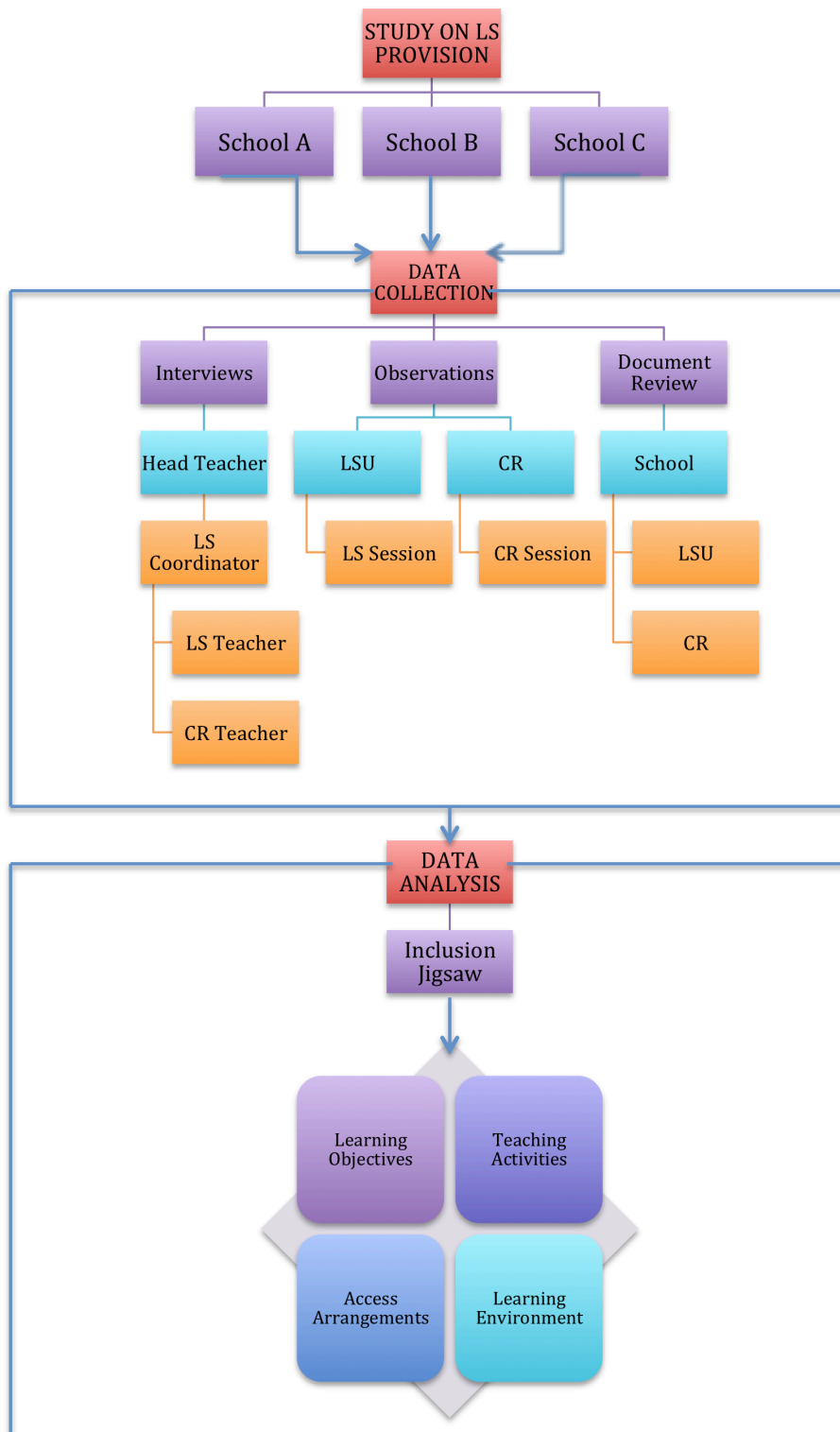
FIGURE 3.1: METHODOLOGY ROADMAP

Details of each of these aspects follow this figure with each section magnified to equip a more in-depth understanding of the structure of this study.

3.2 Sampling

Qualitative inquiry is characterized by purposeful sampling, wherein selection of cases is intentional in the pursuit of understanding a central phenomenon (Creswell 2012, p.206). Case selection was done on the basis of selecting schools that had learning support provision in operation. Initial information on such schools was derived through phone calls made to a list of private mainstream schools for the purpose of this researcher's work-related objectives that happened to coincide with the initial proposal for this project. At the time, results of these phone calls showed commonality in SEN being provided for primarily through learning support departments. Also, schools that gave positive replies were few and far between and seemed scattered between the three most common curricula in Dubai- that is, the American, British and Indian curricula. Hence, these three curricula were selected as variables within this study with the focus on learning support departments as the main source of SEN provision.

The main criterion in selecting these three curricula, though, was not so much to do with representativeness but more to do with selecting schools that could provide a reasonable amount of experience with SEN provision, or opportunity to learn (Stake 2005, p.450) while depicting variations common to the context we live in, such as differences in cultural demography, support options as well as curriculum. Table 3.1 lists these attributes with their commonalities and variations in this collective case study, at the time of data collection. With this as a primary aim, comparisons between schools were opted for, rather than a single case study depicting provision.

Table 3.1: COMPARATIVE DEMOGRAPHY OF SELECTED SAMPLE:

ATTRIBUTE	School A	School B	School C
Curriculum	American	English National Curriculum	Indian (CBSE)
Cultural Demography	Mono-cultural (Arab)	Multicultural	Mono-cultural (Indian)
Educational System- Primary Section	Co-educational	Co-educational	Single-sex education on the same campus
Size of School Population	Between 500 – 1500 students	Below 500 students	Above 1500 students
Average Class Size	20	20	30
Admission of Children with Known SEN	Yes	Yes	No
Model of LS Provision	• Pull-Out LS: Individual & Small-Group	• Pull-Out LS: Individual & Small-Group • In-Class LS • Consultant Teacher Support • Streaming	• Pull-Out LS: Individual & Small-Group
LS Provision Range	Pre-K – Grade 6	Years 1-6	Grades 1-4
Years LS Program in place	Two	Twelve	Ten +
Types of SEN provided for	Diverse (Mild to Moderate Impairment)	Diverse (Mild to Moderate Impairment)	Specific Learning Disabilities
No. of LS- Specific Staff	Two	Four	Two
Extra Fee for LS	No	Yes	No

Along with these considerations, accessibility guided school choice a great deal. Schools that were willing to provide transparency and actual details on how and why they did what they did for SEN were the objective of this selective sampling, which proved to be a tall order, as seen in the section on challenges to

this study. To retain balance to the findings, in the light of difficulty of access, the sample was limited to one school from each of the curricula identified, instead of the two per curricula that was in the initial conceptualization of this project.

School A had the added advantage of access through networking connections by both this dissertation's supervisor as well as researcher. School B was selected on the basis of consistently favorable reports on the quality of provision as received by this researcher in her role as a parent scouting out schools for her children. School C was chosen owing to this researcher's employment there, as such making it the setting for both much of the innate curiosity that conceptualized this project as well as part of the experiential understanding brought to this study.

Once the three schools were identified, access requests were made through phone calls and followed up by e-mail or letter. Being employed at School C, initial requests were informal and subsequently an access letter was arranged, although this proved to be the most difficult school to include, as there was a large gap between requesting and actual granting of access, as detailed in the challenges section of this chapter. Appendix I-D documents these requests. Every request included reasons why access was being sought along with the purpose of the study, the areas of practice that information was needed, the methods of data collection and the time frame of data collection. Requests were accepted and a schedule was drawn up for data collection and agreed upon or adjusted suitably.

In summary, the sampling approach employed was purposeful in nature, with the essential feature focus on functioning learning support sections. This provided the required degree of constancy (Flick 2009, p.135) along with the additional attributes of a primary section setting, specialist learning support staff involvement and co-education. Within this constant, maximal variation sampling (Creswell 2012, p.209) was attempted to examine provision under different complexities.

3.3 Data Collection Methods

Qualitative case studies in educational settings primarily utilize the data collection methods of interviews, observations and document review. This study

maintains this protocol as the type of data extracted through these means suits both the purpose and the context of this study. This multi-method approach assists in combating inherent limitations to research design through triangulation of the resultant data, helping to sift through complexities, increasing validity of findings. Yin (2009, p.117) emphasizes the need for convergence of multiple sources of evidence to arrive at fact rather than mere conclusion.

Initial preparation for data collection was focused on broad areas that comprise provision, based on inclusive principles as tied in with this researcher's understanding and experience. Effort was made to cover areas that typically impacted LS set-up and SEN provision, and this was then cross-referenced with the methods chosen for data collection to ensure both methodological as well as data triangulation (Denscombe 2007, pp.134-139) was interwoven into the basic design. A minimum of two data sources were targeted per area, where all three could not be established. This is depicted in Table 3.2.

Table 3.2: DATA COLLECTION FOCUS AREAS AND METHODOLOGICAL TRIANGULATION:

FOCUS AREA	INTERVIEWS	OBSERVATION	DOCUMENT REVIEW
Model of SEN Provision	✓	✓	✓
Scheduling of Provision	✓		✓
Types of SEN Provided for	✓	✓	✓
Assessment & Reporting (SEN)	✓		✓
Impact of Curriculum on Provision	✓		✓
General Classroom Pedagogy	✓	✓	✓
Factors affecting Provision	✓	✓	✓
Perception of SEN within School	✓		✓
Use of Peer Groups	✓	✓	
Home-School Connection (SEN)	✓		✓

Details on each of the methods employed follows.

Interviews and observations were scheduled in School A and B by their respective LS Coordinators, who informed the relevant participants of the nature

of what was required of them in terms of access and time. This researcher handled this aspect directly with sources in School C.

3.3.1 Interviews

The epistemological values inherent to the method of interviewing come to us through its processes of knowledge collection and knowledge construction, as termed by Kvale and Brinkmann (2009, p.48). Interviews are a rich source of information that cannot be obtained easily through other methods. They also illustrate available information further, providing thick data.

The informal, semi-structured interview format was utilized under this method, as its advantages (Robson 2002, p.270) are:

- Pre-determined questions where order can be modified depending upon interviewer perception of what is most appropriate at the time
- Question wording can be changed, for further clarification
- Particular questions which seem inappropriate with particular interviewees can be omitted
- Additional questions can be included

These features were deemed crucial to eliciting rich data that met research aims.

Interviews were conducted on three levels at every school researched, to include administrative and teaching roles that would cover the areas of data collection focus. The main structure of the interview process is seen in Figure 3.2. Participants were limited to those responsible for the key areas of planning and teaching that were being examined for this study.
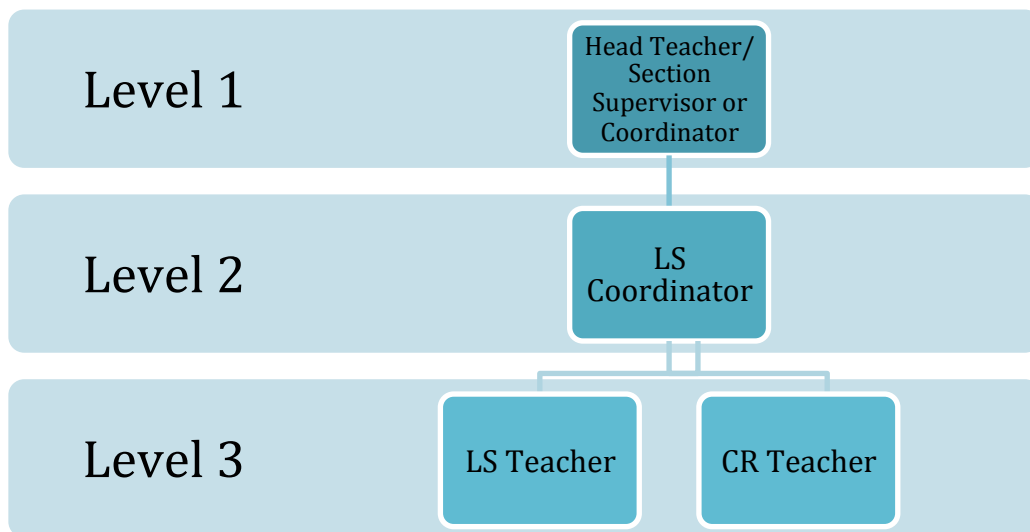
FIGURE 3.2: INTERVIEW STRUCTURE

In the course of the actual interviewing, two schools had stand-ins for the Head Teacher. School A provided an interview with the head of the literacy program, while School C's Level 2 information was provided by the supervisor of the learning support department, as the role of LS Coordinator was not in existence at the time. This did not affect the data collected.

An interview checklist (Appendix I-F) was devised for interviewer use, specific to the level of the interviewee, to keep track of the areas information was sought on. Effort was made to triangulate information between interviewees where possible. A combination of closed and open-ended questions was used, according to the nature of the information required. Prompts, probes and follow-up questions were used to expand on range and depth of responses. Interviewees were aware of and gave verbal consent to audio recording of the interview for transcription purposes. Confidentiality was assured. Interview notes were brief and only made when necessary, such as noting unexpected information outside of the interview checklist or the need to check information with another source.

Interviews for every school were transcribed and can be found in Appendix I-A.1, B.1 and C.1.

3.3.2 Observations

Observation is a natural way to learn about our world and in research, a frequently used method to elicit a range of information. In this study, observation was used to gather data primarily on the teaching aspect of provision.

The settings observed in every school studied are shown in Figure 3.3.
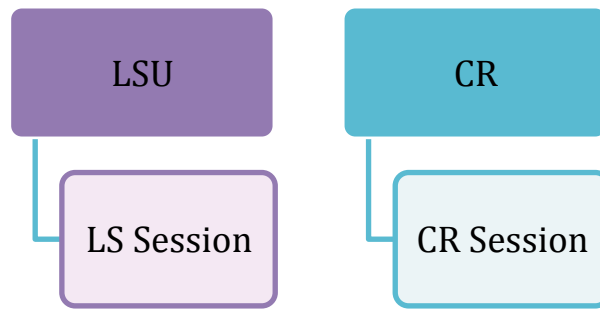
FIGURE 3.3: OBSERVATION SETTINGS

Teaching session data was recorded for both learning support as well as classroom sessions in the form of observational accounts. The physical data on LSUs and CRs were documented in the form of LS and CR layouts respectively. They can be found in Appendix I- A.2, B.2 and C.2.

Observation was unstructured for the teaching sessions, through a nonparticipant observer role. Owing to the qualitative nature of this research design, this format was opted for as a means to have on hand thick description of an integral part of research queries, from which further analysis could be undertaken. It was an intentional move to refrain from having a structured observation form available, as that would limit the research perspective. Being termed 'unstructured' does not imply that observation was unfocused. Instead, a definite outline was followed within field note taking to record basic details, as seen in the observational account forms in the appendices. Other details were recorded as they happened within the session, with five-minute interval markers. As School B had an additional form of LS support, termed as in-class

support, an extra observation session was done to note how this was actually carried out.

Hopkins (2008, p.76) asserts the need for classroom observation to relate to the research development plan so as to be useful. Care has been taken to do so through the factual reporting of occurrences in the context of the focus areas of this study.

3.3.3 Document Review

Creswell (2012, p.223) says documents are a valuable source of information in qualitative research to aid understanding of central phenomena. He adds that they are ready for analysis without need for time-consuming transcription, unlike the case of interviews and observation. Also, information here is usually given sufficient thought before documentation.

Documents relating to SEN provision were requested from the schools as shown in Figure 3.4:
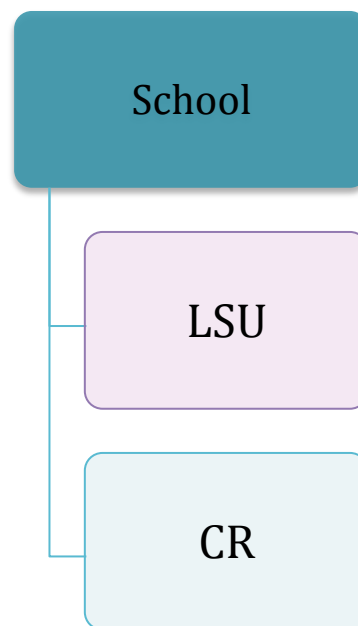
FIGURE 3.4: DOCUMENT REVIEW FORMAT

At the outset of data collection, a plan was made to request access to the following documents from the schools so as to compile the necessary background information and insight into the school studied.

- School Prospectus

- Organizational Chart

- SEN Policy Document

- Initial Referral Form for LS Assessment

- LS Entry Assessment Form

- IEP Format/ Sample

- Accommodations & Modifications Form

- Teacher LSU Feedback Record Format

- Parent LSU Feedback Record Format

- LS Lesson Plan Format

- CR Lesson Plan Format/ Sample

- School Report Format

Although verbally agreed to, not all documents were actually handed over to the researcher, and this was across all three schools. This compromised the planned analysis. Data obtained in uniform areas can be found in Appendix I-A.3, B.3 and C.3, and has been utilized for data analysis. A Document Review Trail can be found in Appendix I-G, showing the document collection status. Further discussion on this can be found in the field issues section that follows.

3.3.4   *Field Issues*

Specific limitations faced within the data collection phase are listed below, according to method:

Interviews:

- Adjustment to Interview Structure: It was not possible to adhere strictly to the interviewee sample structure planned, and owing to unavailability and scheduling, some interviews were a combination of role-specific information. Interviewer adherence to the prepared checklist was possible despite these changes, and therefore this affected interviewer expectations more than the content of the data

- Sudden Changes to Interview Format: School B informed this researcher just a few moments prior to the sessions that the scheduled

interview would take place in combination with another student researcher studying inclusion. As a result, transcripts from School B reflect this additional interviewer's questions and could not be left out as relevant information was discussed during that time, and it would have been an unnecessary waste of time to go over these aspects again for the purpose of this study's interview schedule. Interview questions order and content were affected to some degree by this interviewer not being fully aware of the other researcher's schedule of questions. As a result, making quick adjustments while interviewing to avoid repetitiveness within definite time constraints proved to be rather taxing and took away from the atmosphere of ease this researcher would normally aim to foster

- Time Constraints and Scheduling: Schools being extremely busy hubs of activity even ordinarily, made scheduling research interviews difficult. Repeated visits were required in almost every school, as the schedule drawn up by the school could not be maintained owing to last-minute meetings and absences

- Interruptions during Interviews: One school in particular had a series of unavoidable interruptions to every interview conducted, and was more a stop-start process than a continuous flow as desired. Re-orienting was difficult, more so for the interviewee in such instances

- Reducing Bias: Needing to 'bracket' personal bias (Creswell 2012, p.229) was a requisite this researcher was aware of through every interview, especially in School C, owing to the prior in-depth knowledge of school functioning as well as relationships with participants, and interview questions needed to be delivered carefully to retain neutrality integral to study focus

<u>Observations:</u>

- Scheduling Changes: Every school visited needed to make observation schedule changes, which this researcher began to take in stride early

on. Adjusting to these changes was easier owing to the unstructured format decided upon, allowing flexibility in data sources

- Not Building in Opportunity for Feedback in Data Collection Design: The lack of opportunity to thank classroom teachers face-to-face for allowing an observer into their classrooms in two schools would be a point to tackle in subsequent research. Owing to tight scheduling permission, and trying to be as unobtrusive as possible within the setting, gave sparse opportunity to meet up with the teachers in question to affirm their part in this research process. To counter this failing, mention was made in thank-you e-mails sent to schools for participation in this study

<u>Document Review:</u>

- Difficulty Obtaining Materials Agreed to: The main limitation to this method was the difficulty found in actually being given the documents planned for. Speculating on the reasons for this would only be based on inference and unfair to participants, who by and large were generous in their sharing of information for a purpose separate to their objectives

- Preserving Confidentiality: Certain identifying documents have had to be left out, owing to confidentiality agreements and protection of participant rights, such as school prospectuses, organizational charts, report card formats, etc. While a review has been conducted of these documents, evidence cannot be provided in the appendices

All in all, endeavoring to keep an open mind and work within these drawbacks helped to move through the stages of this study.

3.4 Data Analysis Procedures & Tools

Returning to the Methodology Roadmap, the second stage consists of data analysis procedures and tools used on the data collected. This stage is described by Dey (1993, p.30) as "resolving data into its constituent components, to reveal its characteristic elements and structure". Opting for a cross-case analysis,

according to Miles and Huberman (1994, p.173), helps in looking at what parts of the data make sense beyond the specific case studied, improving generalizability.

Central to the data analysis part of this study is the use of the inclusion jigsaw tool that has been developed specifically to make sense of the vast data encountered with the aim of extracting key information relating to support provision in schools. Elliot, Doxey and Stephenson (2004, pp.62-94) depict the inclusive classroom through the analogy of the Inclusion Jigsaw, " with all the elements interlocking to create a picture into which all pupils can fit comfortably". The four-piece jigsaw consists of Learning Objectives, Teaching Activities, Access Arrangements and the Learning Environment. Each element is linked to the three corresponding objectives found in the UK National Curriculum 2000 while the last objective was sourced from the explanation provided in the text and can be seen in Figure 3.5. The inclusion jigsaw was chosen for the universal applicability these four elements.

FIGURE 3.5: THE INCLUSION JIGSAW

This inclusion jigsaw was used as the broad framework for data analysis, by attributing specific components to each of the four elements, based on inclusive practices derived from a combination of sources:

- Elliot, Doxey and Stephenson's work on the inclusion jigsaw for inclusive classrooms

- This researcher's professional training and experience
- The literature reviewed for this study
- The data itself

For the purpose of this study, the resultant data analysis tool has been termed as the Inclusion Jigsaw Data Analysis Tool (IJDAT) and its application has been broadened so as to analyze the inclusive school. Specific steps comprise this stage of data analysis and are described in a procedural format in Table 3.3, with the associated data analysis tools listed simultaneously. All steps with data analysis carried out have been documented in the Data Analysis Record (Appendix II), where each tool can be found.

Table 3.3: DATA ANALYSIS PROCEDURE:

STEP	ACTION	THROUGH
1	Identification of Main Data Themes	Inclusion Jigsaw- four main elements
2	Developing the Inclusion Jigsaw Data Analysis Tool (IJDAT)	i. Identifying IJDAT Components based on the Inclusion Jigsaw Pocketbook, this researcher's review of literature and professional understanding of inclusive practices and open coding of the data collected ii. IJDAT Component Description with Data Triangulation Possibilities
3	Coding of Data into IJDAT Matrices for School A, B & C	i. IJDAT Matrix for Data Coding of Presence of Components with Evidence Location ii. IJDAT Matrix for Data Coding of Specified Absence of Components with Evidence Location
4	Listing of Participant Views' of Factors Affecting SEN Provision	i. Individual School Listing of Participant Views of Factors Affecting SEN Provision ii. Collated Data Sheet of Participant Views of Factors Affecting SEN Provision
5	Data Collation of Indicators of IJDAT Components for School A, B & C	IJDAT Matrix for Collation of Indicators
6	Answering Research Question 1 Individual Snapshot through IJDAT Matrix	i. Individual Snapshot- IJDAT Matrix- School A ii. Individual Snapshot- IJDAT Matrix- School B iii. Individual Snapshot- IJDAT Matrix- School C
7	Answering Research Question 2 Comparative Snapshot through IJDAT Meta-Matrix	Comparative Snapshot- IJDAT Meta-Matrix
8	Ordering IJDAT Components from IJDAT Meta-Matrix by Collating Information on Strength	IJDAT Meta-Matrix Strength-Ordered Component Matrix
9	Answering Research Question 2a Summarizing Most Consistent Best Practices based on Step 8	Summary Table of Most Consistent Best Practices Across the Three Schools for SEN Provision
10	Substructing Least Prevalent IJDAT Components with Collated Data Sheet of Participant Views of Factors Affecting Provision	i. Summary Table of Least Prevalent Practices Across the Three Schools based on Step 8 ii. Substructed Variables: Primary Effect of Expressed Factors on Least Prevalent IJDAT Components
11	Answering Research Question2b Summarizing Factors Affecting SEN Provision in the Three Schools	i. Factors Affecting SEN Provision in the Three Schools Studied ii. Bar Graph of Factors Affecting SEN Provision Across the Three Schools Studied

Steps 1 and 2 form the IJDAT for further data analysis.

Step 3 codes the data based on the presence of the component looked for, with evidence recorded. It also accounts for data that specifies the absence of the component in question such as an interview response that states a particular component does not exist.

Step 4 lists and collates participant responses to the question on factors affecting SEN provision during interviews.

Step 5 collates data for every school as per the indicators recorded.

Step 6 presents the data on individual schools, thereby providing a picture of SEN provision on an individual level.

Step 7 provides the comparative depiction of SEN provision across the three schools studied.

Step 8 looks to weight the components from the comparative data from strongest to absent.

Step 9 presents the most consistent best practices seen across the three schools by utilizing the data derived by weightage of strongest to moderate component presence from Step 8.

Step 10 derived data on the weaker IJDAT components from Step 8, and collated it into a summary table of the least prevalent practices across the three schools. However, these practices alone do not provide an accurate picture of factors affecting provision within the sample studied as it is limited to the IJDAT alone, which is merely a tool that has been devised to assist the coherency of the data collected. Instead, participant views of factors affecting SEN provision within the realms they functioned in needed to be substructed against these least prevalent practices. Miles and Huberman (1994, p.184) suggest substruction as 'a way of locating underlying dimensions systematically' when working with conceptually ordered displays. This meant correlating the factors affecting provision to the IJDAT components that showed a definite weakness on the basis of the primary factors that would affect a component.

Step 11 uses a bar graph illustration to present the data found through Step 10 by relating the factors found to affect provision to the four elements of the inclusion jigsaw.

A comparative study design, according to Flick (2009, p.135), 'offers a way to a focused and thus limitable comparative analysis of issues and experiences'. By going through the procedures detailed above, the cross-case analysis entered into draws a picture through the parallel process of studying SEN provision across three schools. This path to illustration has been chosen with the intention of arriving at an analytical framework that can accentuate integral information in the area of provision in line with research aims.

3.5 Ethical Considerations

The main ethical considerations in this small-scale research project have been informed consent and confidentiality. Informed consent was tackled by ensuring that access requests listed out the scope, methodology and perceived benefits of the study, along with the expected time involved. Individual consent was obtained at initial meetings with participants as well. Confidentiality has been adhered to by blanking out of identifiers of both the institution itself as well as individual participants in this study in all transcripts and documentary evidence. Effort was made to ensure tight design with restricted participation, limiting the number of people affected by the intrusive nature of research, through interview structure and observation plans.

3.6 Challenges to this Study

- Bias: Limiting bias is a significant challenge to reporting within the field of SEN provision. Practitioner-knowledge of systems and impact of processes needed to be set-aside with conscientious effort during the different stages of this study. Looking at the data for what it is rather than what it ought to be is always essential to useful analysis. Part of controlling bias from creeping in was data analysis design that attempted to allow the data to speak for itself. Additionally, the sample selected also gave opportunity for bias as School B was chosen owing to its reputation within the field of SEN. This choice was an intentional one, as the focus of the study meant eliciting examples of good

provision. The same strategy of research design was used here to limit bias. In the case of School C, bias needed to be checked owing to this being the researcher's workplace. One of ways of doing this with school C was not to include any of this researcher's own practice or opinions by doing away with the optional role of researcher participation in this study

- Time: Time management issues have hounded this study in various forms and sizes. Methodologically, field issues have been detailed above. Although data collection was within the time frame envisioned, all other aspects of this study were not. Illness, both of this researcher and of her family, and personal struggles threw this project into disarray, despite repeated attempts at completing it. It appeared that every lost attempt moved this project further away from the finish line, as continuity in thought as well as process was being lost. Tough personal decisions were taken regarding employment and health to allow for the time needed to finish this study. Relevance of data has been established through the snapshot approach to research design and analysis, keeping in place only information that is not temporal in nature

- Access: As mentioned earlier, access to schools proved to be particularly difficult when the subject became provision for SEN. Very few schools were willing to take on the transparency required to allow entry for research, resulting in a smaller sample. Despite this, the sample that was finally arrived at was suitable to the aims of this study. As for access related to the actual sample, School C data collection showed a significant time gap between verbal agreement to access and actual access. At one point, owing to this delay, an alternate school was included into the study so as to finish the project on time. However, this data has been left out of this study as it complicated the boundedness of this study, with regard to location and experience with SEN provision

- Volume of Data: The sheer volume of data that needed to be accounted for and utilized was a challenge that was identified even before data collection began. Part of combating this challenge was to make decisions to cull the data obtained from one entire school and leave it out of this study as well as reduce the number of coded transcripts from interviews conducted within the schools

included in this study. Creswell (2012, p.209) states that typically, qualitative research limits itself to fewer cases with the objective of uncovering complexities and avoiding superficial perspectives. Restraint in data inclusion was primarily for this purpose, but also added the advantage of time saved in data analysis through deciding what to include and what to leave out for reasons of focus, purpose, boundedness, confidentiality and time

This study has been borne out of theoretical assumptions on what inclusion ought to look like, at its initial stage of conception and dissertation proposal drafts, but has been shaped to a great extent by the reality of the contingent nature of the data collected. Validity and reliability of the data generated has been worked on through the data analysis design process and methodological challenges have been addressed as far as has been possible as explained above. The framework for research design, according to Robson (2002, p.81), must have high compatibility between the components of purpose, theory, research questions, methods and sampling strategy. This chapter has laid out choices and the rationale behind them in an attempt to meet this criterion.

CHAPTER FOUR

<u>STUDY FINDINGS</u>

Pay attention to the small things- the kite flies because of its tail.
Hawaiian proverb

As this study endeavours to uncover how schools provide for students with SEN through learning support, this chapter lays out findings for research sub-questions stated in Chapter One. Through data analysis procedures applied to the data collected as enumerated in the previous chapter, findings are based on the application of the IJDAT, which lists practices encouraging inclusive schooling, within the context of the UAE. Findings are organized by secondary research question (SRQ), moving procedurally from a narrow focus on individual schools to a broader perspective of cross-case analysis serving to depict best practices in operation and obstacles affecting inclusion within the three schools studied. Procedural steps with location of evidence leading to the findings displayed are documented in Appendix II.

4.1 Findings

SRQ 1. *How does each of the three schools studied incorporate practices that signify inclusion through its:*

      a. Learning Objectives

      b. Teaching Activities

      c. Access Arrangements

      d. Learning Environment?

Individual snapshots of each school's practices are presented below in matrices based on the IJDAT, representing key elements and their components of inclusive practice. Descriptors of each component can be found in Appendix II-2. Preceding every individual snapshot is the school's demographic information, after which findings are displayed against the individual components of the main four elements looked for in the research questions with an indicator of strength to

weight the practice, based on triangulation of data sources and methods. The key to the indicator symbols (Box 4.1) precedes the matrix displays.

SCHOOL A:

Table 4.1: SCHOOL A- DEMOGRAPHY:

Attribute	School A
Curriculum:	American
Cultural Demography:	Mono-cultural (Arab)
Educational System- Primary Section:	Co-educational
Size of School Population:	Between 500 – 1500 students
Average Class Size:	20
Admission of Children with Known SEN:	Yes
Model of LS Provision:	Pull-Out LS: Individual & Small-Group
LS Provision Range:	Pre-K – Grade 6
Years LS Program in place:	Two
Types of SEN provided for:	Diverse (Mild to Moderate Impairment)
No. of LS-Specific Staff:	Two
Extra Fee for LS:	No

Box 4.1:

KEY TO LEVEL OF PRESENCE OF IJDAT COMPONENT:	
●	Strong
❶	Moderate
○	Weak
×	Absent
—	No data evidence

Table 4.2: SCHOOL A: INDIVIDUAL SNAPSHOT- IJDAT MATRIX:

ELEMENT	CODE	COMPONENT	INDICATOR
LEARNING OBJECTIVES — Setting suitable learning challenges	LO1	Leadership Objectives for SEN	○
	LO2	SEN Policy Document	×
	LO3	LS- Curriculum Link	×
	LO4	Range of Support Options	×
	LO5	Identification & Assessment of SEN	●
	LO6	Individual Education Plans (IEP)	●
	LO7	Assessment & Reporting on SEN	×
	LO8	Fostering Home-School Connection	❶
TEACHING ACTIVITIES — Responding to pupils' diverse needs	TA1	LS Session Execution- SEN Principles	○
	TA2	Range of Instructional Approaches	○
	TA3	Clearly Set Student Expectations	●
	TA4	SEN-Specific CR Instruction	❶
	TA5	Differentiated Planning & Instruction	×
	TA6	Multi-Sensory Approach- LSU	×
	TA7	Multi-Sensory Approach- CR	×
ACCESS ARRANGEMENTS — Overcoming barriers to assessment and learning	AA1	CR Accommodations & Modifications	○
	AA2	Assessment Accommodations & Modifications	❶
	AA3	Flexible Support Options	×
	AA4	Use of Peer Support	❶
	AA5	Opportunities for Multi-Sensory Learning	×
	AA6	Use of Behaviour Management Techniques	○
	AA7	Availability of Human Resources	○
	AA8	Accessibility to Curriculum	○
LEARNING ENVIRONMENT — Factors influencing day-to-day interactions within inclusive settings	LE1	Routines: Consistent	●
	LE2	Routines: Understood by All	●
	LE3	Supportive CR Climate: Physical Scene	●
	LE4	Supportive CR Climate: Calm Learning Atmosphere	●
	LE5	Supportive CR Climate: Student Groupings	●
	LE6	Supportive CR Climate: Teacher Responsiveness to Learner with SEN	❶
	LE7	Supportive CR Climate: Wrap-up of Lesson	●
	LE8	Leadership Involvement in SEN	○
	LE9	Whole-School Approach to SEN	×
	LE10	Staff Role Adequacy	×
	LE11	Teamwork & Co-ordination	×
	LE12	Adequacy of Resources to handle SEN	●

Findings in School A ranged from strong presence to absent, across all four key elements.

Strengths:

- Clear processes were in place to allow for identification & assessment of students with SEN to receive learning support, followed by IEP usage for each of those students
- Students were informed of expectations before the lessons began, as per observational data
- Routines and classrooms were supportive of SEN catered for in terms of physical setting and lesson conclusions
- Resources were available to sustain supportive teaching

Absent Practices:

- The school did not have a documented SEN policy
- Learning support did not directly link to curriculum lessons
- Learning support was provided solely through pull-out remedial sessions, thereby negating range and flexibility of support
- SEN was not assessed or reported on formally through the school reporting process
- Pedagogy did not incorporate differentiation or multi-sensory opportunities
- The school was stated to lack a whole-school approach to SEN with staff roles and teamwork relating to SEN perceived as inadequate

SCHOOL B:

Table 4.3: SCHOOL B- DEMOGRAPHY:

Attribute	School B
Curriculum:	English National Curriculum
Cultural Demography:	Multicultural
Educational System- Primary Section:	Co-educational
Size of School Population:	Below 500 students
Average Class Size:	20
Admission of Children with Known SEN:	Yes
Model of LS Provision:	• Pull-Out LS: Individual & Small-Group • In-Class LS • Consultant Teacher Support • Streaming
LS Provision Range:	Years 1-6
Years LS Program in place:	Twelve
Types of SEN provided for:	Diverse (Mild to Moderate Impairment)
No. of LS-Specific Staff:	Four
Extra Fee for LS:	Yes

Table 4.4: SCHOOL B: INDIVIDUAL SNAPSHOT- IJDAT MATRIX:

ELEMENT	CODE	COMPONENT	INDICATOR
LEARNING OBJECTIVES — Setting suitable learning challenges	LO1	Leadership Objectives for SEN	●
	LO2	SEN Policy Document	●
	LO3	LS- Curriculum Link	●
	LO4	Range of Support Options	●
	LO5	Identification & Assessment of SEN	●
	LO6	Individual Education Plans (IEP)	●
	LO7	Assessment & Reporting on SEN	○
	LO8	Fostering Home-School Connection	●
TEACHING ACTIVITIES — Responding to pupils' diverse needs	TA1	LS Session Execution- SEN Principles	●
	TA2	Range of Instructional Approaches	●
	TA3	Clearly Set Student Expectations	●
	TA4	SEN-Specific CR Instruction	●
	TA5	Differentiated Planning & Instruction	●
	TA6	Multi-Sensory Approach- LSU	●
	TA7	Multi-Sensory Approach- CR	●
ACCESS ARRANGEMENTS — Overcoming barriers to assessment and learning	AA1	CR Accommodations & Modifications	●
	AA2	Assessment Accommodations & Modifications	●
	AA3	Flexible Support Options	●
	AA4	Use of Peer Support	○
	AA5	Opportunities for Multi-Sensory Learning	●
	AA6	Use of Behaviour Management Techniques	●
	AA7	Availability of Human Resources	●
	AA8	Accessibility to Curriculum	●
LEARNING ENVIRONMENT — Factors influencing day-to-day interactions within inclusive settings	LE1	Routines: Consistent	●
	LE2	Routines: Understood by All	●
	LE3	Supportive CR Climate: Physical Scene	●
	LE4	Supportive CR Climate: Calm Learning Atmosphere	●
	LE5	Supportive CR Climate: Student Groupings	●
	LE6	Supportive CR Climate: Teacher Responsiveness to Learner with SEN	●
	LE7	Supportive CR Climate: Wrap-up of Lesson	●
	LE8	Leadership Involvement in SEN	●
	LE9	Whole-School Approach to SEN	●
	LE10	Staff Role Adequacy	●
	LE11	Teamwork & Co-ordination	●
	LE12	Adequacy of Resources to handle SEN	●

School B showed consistent strength across all but two components of the IJDAT matrix. All practices were present in all four key elements.

Strengths:

- Almost all areas showed repeated data and methodological triangulation with an abundance of evidence underlining the presence of every component. Information gathered did not show discrepancies or misalignment in reviews of evidence

- A primary feature of support provision was in its flexibility and range, offering to meet student needs within the contextual demands through both in-class support as well as pull-out sessions. Additional features were collaborative and consultant forms of support for the classroom teacher through the SEN specialist

- By virtue of the data collected, School B displayed cohesiveness between the four key Inclusion Jigsaw elements of Learning Objectives, Teaching Activities, Access Arrangements and Learning Environment

Moderate Practice:

- School B assessed and reported on SEN as part of its school reporting procedures and employed peer support when working with students with SEN but was given a moderate strength indicator in these two components, owing to absence of data in a corroborating method, thus unable to fulfill the criteria for an indicator of strong presence

SCHOOL C:

Table 4.5: SCHOOL C- DEMOGRAPHY:

Attribute	School C
Curriculum:	Indian (CBSE)
Cultural Demography:	Mono-cultural (Indian)
Educational System- Primary Section:	Single-sex education on the same campus
Size of School Population:	Above 1500 students
Average Class Size:	30
Admission of Children with Known SEN:	No
Model of LS Provision:	Pull-Out LS: Individual & Small-Group
LS Provision Range:	Grades 1-4
Years LS Program in place:	Ten +
Types of SEN provided for:	Specific Learning Disabilities
No. of LS-Specific Staff:	Two
Extra Fee for LS:	No

Table 4.6: SCHOOL C: INDIVIDUAL SNAPSHOT- IJDAT MATRIX:

ELEMENT	CODE	COMPONENT	INDICATOR
LEARNING OBJECTIVES — Setting suitable learning challenges	LO1	Leadership Objectives for SEN	●
	LO2	SEN Policy Document	●
	LO3	LS- Curriculum Link	×
	LO4	Range of Support Options	○
	LO5	Identification & Assessment of SEN	●
	LO6	Individual Education Plans (IEP)	●
	LO7	Assessment & Reporting on SEN	×
	LO8	Fostering Home-School Connection	●
TEACHING ACTIVITIES — Responding to pupils' diverse needs	TA1	LS Session Execution- SEN Principles	●
	TA2	Range of Instructional Approaches	◉
	TA3	Clearly Set Student Expectations	○
	TA4	SEN-Specific CR Instruction	○
	TA5	Differentiated Planning & Instruction	×
	TA6	Multi-Sensory Approach- LSU	●
	TA7	Multi-Sensory Approach- CR	×
ACCESS ARRANGEMENTS — Overcoming barriers to assessment and learning	AA1	CR Accommodations & Modifications	○
	AA2	Assessment Accommodations & Modifications	○
	AA3	Flexible Support Options	×
	AA4	Use of Peer Support	◉
	AA5	Opportunities for Multi-Sensory Learning	○
	AA6	Use of Behaviour Management Techniques	○
	AA7	Availability of Human Resources	×
	AA8	Accessibility to Curriculum	○
LEARNING ENVIRONMENT — Factors influencing day-to-day interactions within inclusive settings	LE1	Routines: Consistent	●
	LE2	Routines: Understood by All	●
	LE3	Supportive CR Climate: Physical Scene	●
	LE4	Supportive CR Climate: Calm Learning Atmosphere	●
	LE5	Supportive CR Climate: Student Groupings	×
	LE6	Supportive CR Climate: Teacher Responsiveness to Learner with SEN	×
	LE7	Supportive CR Climate: Wrap-up of Lesson	×
	LE8	Leadership Involvement in SEN	◉
	LE9	Whole-School Approach to SEN	○
	LE10	Staff Role Adequacy	◉
	LE11	Teamwork & Co-ordination	◉
	LE12	Adequacy of Resources to handle SEN	◉

Inclusive practices in School C ranged from strong to absent, with relatively stronger Learning Objectives but weaker Access Arrangements practices.

Strengths:

- Leadership objectives, SEN policy and identification and assessment procedures were articulated and documented
- IEPs were utilized for every student receiving learning support
- Observed learning support employed SEN principles and multi-sensorial opportunities
- School routines appeared to be in place
- Classroom appearance and orderliness was evident during observation

Absent Practices:

- Learning support was not directly linked to classroom curriculum
- School assessment and reporting practices did not take SEN into account
- Although differentiation was made mention of by one participant, no other evidence given could authenticate this claim, thereby negating the presence of this component
- Classroom teaching observed did not display instances of multi-sensory approaches, teacher responsiveness to learning with SEN or lesson transition strategies
- Support options lacked flexibility, additional adult assistance and use of student groupings in the classroom

SRQ 2. *By comparing the approaches of the three schools to providing learning support for SEN:*

a) *What are the most consistent best practices promoting inclusion across the three schools?*

b) *What are the factors that are found to prevent effective provision when operationalizing learning support?*

This second research question is addressed in a three-fold manner, displaying cross-case findings, so as to facilitate a widened view of support provision. To answer SRQ 2 a) and b), the basic cross-case comparison is presented first.

Part 1: Cross-Case Comparison through the IJDAT Meta-Matrix:

Table 4.7: COMPARATIVE SNAPSHOT- IJDAT META-MATRIX:

ELEMENT	CODE	COMPONENT	INDICATOR		
			SCHOOL A	SCHOOL B	SCHOOL C
LEARNING OBJECTIVES Setting suitable learning challenges	LO1	Leadership Objectives for SEN	○	●	●
	LO2	SEN Policy Document	×	●	●
	LO3	LS- Curriculum Link	×	●	×
	LO4	Range of Support Options	×	●	○
	LO5	Identification & Assessment of SEN	●	●	●
	LO6	Individual Education Plans (IEP)	●	●	●
	LO7	Assessment & Reporting on SEN	×	◉	×
	LO8	Fostering Home-School Connection	◉	●	●
TEACHING ACTIVITIES Responding to pupils' diverse needs	TA1	LS Session Execution- SEN Principles	○	●	●
	TA2	Range of Instructional Approaches	○	●	◉
	TA3	Clearly Set Student Expectations	●	●	○
	TA4	SEN-Specific CR Instruction	◉	●	○
	TA5	Differentiated Planning & Instruction	×	●	×
	TA6	Multi-Sensory Approach- LSU	×	●	●
	TA7	Multi-Sensory Approach- CR	×	●	×
ACCESS ARRANGEMENTS Overcoming barriers to assessment and learning	AA1	CR Accommodations & Modifications	○	●	○
	AA2	Assessment Accommodations & Modifications	◉	●	○
	AA3	Flexible Support Options	×	●	×
	AA4	Use of Peer Support	◉	◉	◉
	AA5	Opportunities for Multi-Sensory Learning	×	●	○
	AA6	Use of Behaviour Management Techniques	○	●	○
	AA7	Availability of Human Resources	○	●	×
	AA8	Accessibility to Curriculum	○	●	○
LEARNING ENVIRONMENT Factors influencing day-to-day interactions within inclusive settings	LE1	Routines: Consistent	●	●	●
	LE2	Routines: Understood by All	●	●	●
	LE3	Supportive CR Climate: Physical Scene	●	●	●
	LE4	Supportive CR Climate: Calm Learning Atmosphere	●	●	●
	LE5	Supportive CR Climate: Student Groupings	●	●	×
	LE6	Supportive CR Climate: Teacher Responsiveness to Learner with SEN	◉	●	×
	LE7	Supportive CR Climate: Wrap-up of Lesson	●	●	×
	LE8	Leadership Involvement in SEN	○	●	◉
	LE9	Whole-School Approach to SEN	×	●	○
	LE10	Staff Role Adequacy	×	●	◉
	LE11	Teamwork & Co-ordination	×	●	◉
	LE12	Adequacy of Resources to handle SEN	●	●	◉

The meta-matrix display format (Miles & Huberman, 1994, p.178) was selected owing to its property to assemble data from several cases, thereby emerging into the case-ordered reduced-data representation above. Information shown here signifies that all three schools studied supported inclusive practice, but differed in what constituted that practice, despite learning support provision via the pull-out model being the common denominator. However, uniform amongst all three schools were straightforward identification, assessment and IEP procedures relating to SEN with clear school routines and reasonably supportive classroom settings and discipline.

Part 2: Answering SRQ 2a): Most consistent best practices promoting inclusion across the three schools:

To arrive at this finding, components from the meta-matrix were strength-ordered by criteria (Appendix II-8) with those falling under strong to moderate presence comprising the summary table that follows:

Table 4.8: SUMMARY TABLE OF MOST CONSISTENT BEST PRACTICES ACROSS THE THREE SCHOOLS:

ELEMENT	CODE	COMPONENT	STRENGTH OF PRACTICE
LEARNING OBJECTIVES Setting suitable learning challenges	LO5	Identification & Assessment of SEN	Strong
	LO6	Individual Education Plans	Strong
	LO1	Leadership Objectives for SEN	Moderate
	LO2	SEN Policy Document	Moderate
	LO8	Fostering Home-School Connection	Moderate
TEACHING ACTIVITIES Responding to pupils' diverse needs	TA1	LS Session Execution- SEN Principles	Moderate
	TA2	Range of Instructional Approaches	Moderate
	TA3	Clearly Set Student Expectations	Moderate
	TA4	SEN-Specific CR Instruction	Moderate
	TA6	Multi-Sensory Approach- LSU	Moderate
ACCESS ARRANGEMENTS Overcoming barriers to assessment and learning	AA2	Assessment Accommodations & Modifications	Moderate
	AA4	Use of Peer Support	Moderate
LEARNING ENVIRONMENT Factors influencing day-to-day interactions within inclusive settings	LE1	Routines: Consistent	Strong
	LE2	Routines: Understood by All	Strong
	LE3	Supportive CR Climate: Physical Scene	Strong
	LE4	Supportive CR Climate: Calm Learning Atmosphere	Strong
	LE5	Supportive CR Climate: Student Groupings	Moderate
	LE7	Supportive CR Climate: Wrap-up of Lesson	Moderate
	LE8	Leadership Involvement in SEN	Moderate
	LE12	Adequacy of Resources to handle SEN	Moderate

Aside from the common practices stated earlier displayed here as the strongest practices, particular strength was also shown in leadership related to SEN, home-school connections, sound learning support pedagogy, instructional range with clearly stated student expectations and an orientation to SEN-specific instructions

as well as assessment adaptations. Peer support was consistently utilized as a strategy to assist learners with SEN. Student groupings and wrap-up of lessons reflected strength in presence, as did resource adequacy connected to SEN.

Schools studied showed reliable engagement with three of the four elements of the Inclusion Jigsaw. Five out of eight Learning Objectives practices, five out of seven Teaching Activities practices and eight out of twelve Learning Environment practices were deemed as consistently present. This indicates the schools to be conducive to inclusion in these areas. Access Arrangements, however, was the weaker category of practice with only assessment adaptations and peer support strategies featuring as strengths.

Before moving onto the findings for the next research question however, a graphic representation of the ratios involved within the elements of the Inclusion Jigsaw in terms of strength and weakness may help to orient the movement from the narrower details to the broader concerns of this study. Figure 4.1 depicts the fact that elements of the Inclusion Jigsaw do not necessarily have an equal number of components and yet, a comparison of consistent practices versus weaker practices against this backdrop highlights the balance swinging in the favour of inclusion.
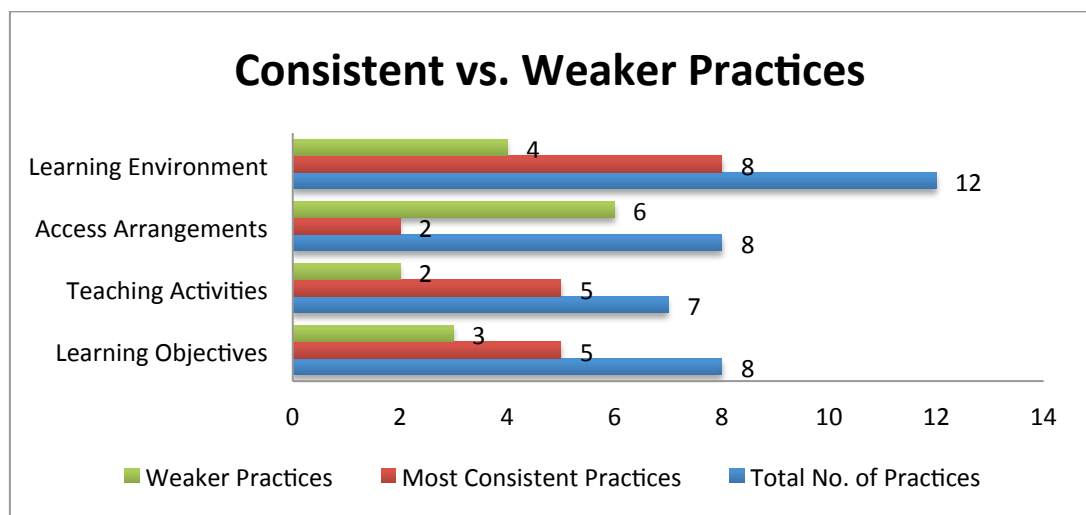
FIGURE 4.1: CONSISTENT VERSUS WEAKER PRACTICES IN THE INCLUSION JIGSAW
ANALYSIS

Part 3: Answering SRQ 2b): Factors preventing effective provision when operationalizing learning support across the three schools:

To answer this question in a manner that allows the data to speak for itself and yet guards against premature conclusions, collated participant views on factors affecting SEN provision within the realm they function in has been substructed (Miles & Huberman, 1994, p.184) against the least prevalent practices derived from the IJDAT analysis employed thus far. This would then enable the formation of predictor variables (participant views on factors affecting provision) that are likely to affect the outcomes (least prevalent practices across the three schools). This final finding can be followed in data analysis step 10 found in Appendix II-10 to track the analytical procedures paving the way to arrive at the following findings. Table 4.6 depicts a collated record of the number of components affected across the three schools studied by every identified factor.

Table 4.9: FACTORS PREVENTING EFFECTIVE SEN PROVISION ACROSS THE THREE SCHOOLS STUDIED:

FACTOR	NUMBER OF LEAST PREVALENT INCLUSION JIGSAW COMPONENTS AFFECTED			
	Learning Objectives	Teaching Activities	Access Arrangements	Learning Environment
Awareness	2 of 3	1 of 2	4 of 6	4 of 4
Scheduling	2 of 3	___	2 of 6	1 of 4
Staffing	1 of 3	___	4 of 6	2 of 4
Government	1 of 3	1 of 2	1 of 6	___
Pedagogy	2 of 3	2 of 2	5 of 6	3 of 4

Data from this table has been converted into a bar graph through a percentage representation of the ratios shown above, seen in Figure 4.2. This display allows for an assessment of the degree of impact each factor has on SEN provision across the three schools studied.
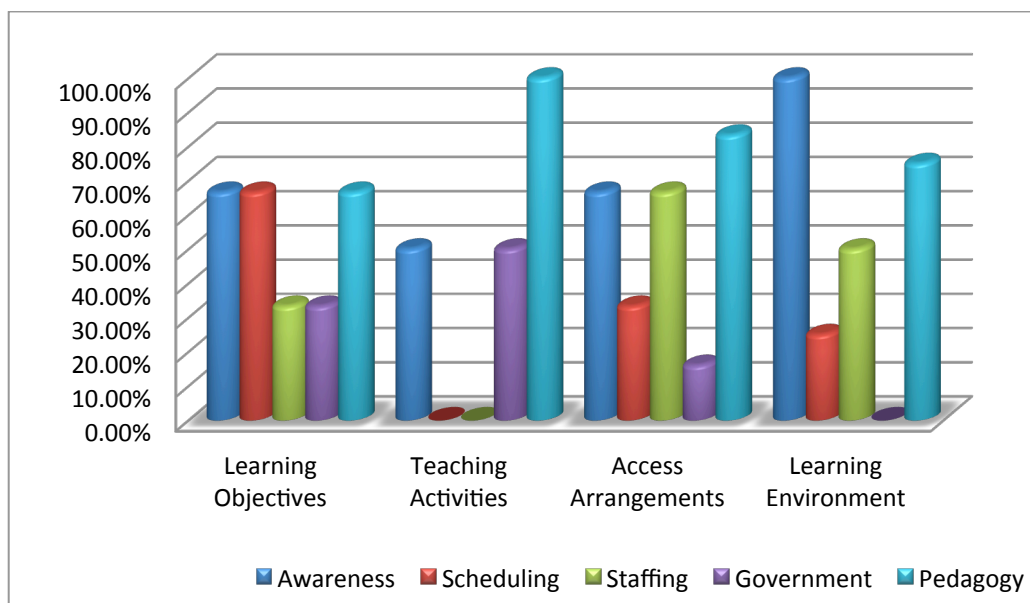
FIGURE 4.2: BAR GRAPH OF FACTORS PREVENTING EFFECTIVE SEN PROVISION
ACROSS THE THREE SCHOOLS STUDIED

From the depiction above, the main factors viewed as obstacles to provision by participants were a lack of awareness among key stakeholders and limited pedagogy, with issues related to scheduling of learning support, difficulties in staffing specialists related to SEN and governmental inadequacies playing a part to a lesser degree.

Analysis of the data collected points to the key issues of awareness amongst stakeholders and pedagogical deficiencies as having the most impact across all four elements within the Inclusion Jigsaw. The three other causes, scheduling, staffing and government, show definite influence but are relatively contained in their ramifications across the jigsaw, waxing and waning in intensity. On closer examination of the individual components of every element (Appendix II-10.ii), it can be ascertained that awareness and pedagogy combined impact nine out of the fifteen identified components of inclusive practice, showing their effects to be far-reaching and wide in scope.

Findings have been presented for every research question posed and have shown that based on the IJDAT analysis, all three schools studied have displayed a definite bent towards inclusion, varied in degree though that bent may be.

Despite the variations, a cross-case analysis reveals more strengths than weaknesses in planning and teaching for inclusion. However, key factors such as a lack of awareness and deficiencies in pedagogy have surfaced as assailants of inclusion in this study. A detailed discussion of these findings follows in the next chapter.

CHAPTER FIVE

DISCUSSION & RECOMMENDATIONS

The task of the modern educator is not to cut down jungles, but to irrigate deserts.

C. S. Lewis

By placing the collected data within a framework of analysis, findings have been enumerated in the preceding chapter. It would be prudent to draw these findings into a deliberation over the relevancy it holds for current inclusive practice here in the UAE as Dey (1993, p.30) asserts that "the core of qualitative analysis lies in these related processes of describing phenomena, classifying it, and seeing how our concepts interconnect".

Returning to the metaphor of a picture constructed out of jigsaw pieces, discussion of the findings and subsequent recommendations will be formed within this theme, as demonstrated in the overview that follows:

1. A Portrait of Provision: Relating the Findings to Current Research
    a. The Fuss: Where do the Findings Fit within Theory?
    b. The Picture: Where do the Findings Fit within Practice?
    c. The Frame: Where do the Findings Fit within the Context?
2. Getting the Pieces to Fit: Possible Solutions

5.1 A Portrait of Provision: Relating the Findings to Current Research

Inclusive education, as demonstrated by current research, is a process that is comprised of numerous links and inter-links, which are in no way simple. The findings within this study have indicated some of this complexity through the range of data that has been amassed by a fairly simple procedure of exploration and collection. At the outset, it appeared that all of these integral features of support for students with SEN would need to fit within the broader fabric of general education to form a comprehensive portrait of seamless provision. Instead, what steadily emerges is the need to recalibrate the essential portrait of inclusive

education to ensure provision that works for all. This section seeks to discuss the findings in the light of theory, practice and context.

5.1.1 *The Fuss: Where do the Findings fit within Theory?*

Theoretical underpinnings of inclusive education are characterized by the impingement of the historical narrative on current understanding. There is an increasing awareness of the need to clarify and establish what it is that guides behaviour and decisions, particularly those affecting practice. The social model of thinking entails a rights-based approach to inclusion that works on identifying and doing away with the barriers to participation in community. However, while there is much credibility behind this model, Rieser (2008, p.17) has termed the medical model, with the belief being the individual with SEN is the one in need of 'fixing', to be the dominant view in society.

There also continues to be much debate as to the inescapability of the ambiguity of the terms and definitions surrounding inclusion, which in turn affects its essential features (Armstrong D., Armstrong A. & Spandagou 2011; Armstrong, F. 2011; Paliokosta & Blandford 2010). Without a clear definition and concept to aid understanding, misuse of terms and practices, both intentional as well as inadvertent, will be unavoidable. An ongoing struggle to establish inclusive education as a right should come as no surprise.

With regard to the findings and their place within theory, there are a number of points that bear discussion:

- All three schools had established learning support departments in place. Pull-out provision was a major feature of this support, by virtue of its commonality across all three schools. However, when this is the sole source of SEN provision within a school it implies that withdrawal is seen as integral to inclusive education programs- and therein lies the problem. As long as a 'deficit' view of the child with SEN persists, learning support becomes the mechanism to 'repair' what's broken to attain 'excellence for all' rather than 'education for all'. Also, when learning support operates as a 'program', separate to

the curriculum followed, it opens up the path to segregation and abdication of community responsibility. There is a polarization of inclusion as a process, which aims to identify and remove barriers around the child to allow for equity and full participation. This is not to deny the fact that individual support is essential to certain students' wellbeing (King-Sears 2008, p.58) and needs to be offered as an additional option. However, learning support needs to be integral to what goes on within educational settings through options that reflect aligned purposes.

- The inclusion jigsaw tool that was used to analyze the data reflected varied affect, even though all three schools claimed inclusive education and held the common variable of learning support. The inclusion jigsaw premise is based on schools taking the actions necessary to create the conditions that allow full access to what it provides. This would suggest that although schools' self-perception declares inclusive philosophy and actions, there is a need to delve further and examine theory against practice to identify areas that need re-alignment. Access to SEN expertise does not inclusion make.

- A comparative case-analysis reveals a marked difference between the outcomes of a whole-school approach to SEN, with all staff and students subscribing to inclusive thinking, versus learning support as a bolt-on provision to facilitate inclusion. One of the key dimensions of inclusive schools is the presence of an inclusive culture (Elliot, Doxey & Stephenson 2004, p.96). Where the school subscribed to this culture, there was a stronger presence of inclusive components in the IJDAT. An ambiguity surrounding this philosophy across a school impacts quality of provision. Inclusion needs to be an everyday part of life through a corporate cognizance of what that entails, not an exclusive experience of particular staff and students.

- Amongst the four key elements that characterized the inclusion jigsaw, Access Arrangements reflected a significantly lower level of incidence across its components, and contributed significantly to the summary of

the least prevalent practices seen across the three schools studied (Appendix II-10.i). As access represents a school's efforts to remove barriers to learning and assessment, this is indicative of a possible medical model influence over conceptualization of the scope learning support ought to offer. This could be partially due to the fact that learning support is often perceived as isolated from the rest of the school.

- The schools studied admitted to being able to cater to only mild to moderate forms of impairment, with one school focused solely on specific learning disabilities. This may be due to a lack of infrastructure as well as expertise, signaling structural inadequacies and would bear further exploration. Gaad (2010, pp.71, 79) affirms the types of SEN that offer 'includability' in schools in the UAE as being those that are less obvious, such as dyslexia. Bradshaw's (2009, pp.50-51) study on teacher attitudes and concerns towards integration listed physical disabilities and learning disabilities being opined on as the least difficult to integrate. Behavioural problems and intellectual impairment, by contrast, were listed as the most difficult. This finding, therefore, is added evidence that this tends to be the norm in the UAE.

- A lack of awareness, amongst both key players as well as the community at large, was pointed out repeatedly by participants from all three schools. Raising awareness appears to be one of the relatively simpler issues to handle when advocating inclusion, but seems to afflict a number of societies, as characterized by international research that lays out barriers to inclusion (Gaad 2010; Gaad & Khan 2007; King-Sears 2008; Loreman, Deppeler & Harvey 2010; Paliokosta & Blandford 2010; Rieser 2011; Yssel et al. 2007). Tackling it will obviously need serious thought as well as action, as it is a fundamental barrier that prevents the progress of inclusion through misconceptions and inactivity.

A discussion of these findings from a theoretical perspective reveals a need for closer examination of the beliefs and views held on the meaning of

inclusion as a whole, or else risks the collapse of entire programs promoting inclusion, leaving the UAE educational system and children with SEN once burnt, twice shy. It is essential that governing concepts are brought to the forefront and addressed.

5.1.2 *The Picture: Where do the Findings Fit within Practice?*

Inclusive education entails the optimum use of strategies and practices that signify pedagogy that accepts and enhances learner capacity. Much of how inclusion is carried out has to do with what goes on in the teaching and learning situation. The practical aspects of provision are discussed in greater detail in this section, drawing attention to the data in relation to inclusive pedagogy and its aspects.

- Findings revealed that the most consistent best practices observed in the three schools studied indicated initial processes for SEN provision were in place, namely, identification and assessment, individualized planning for SEN, some form of access – be it inclusive or integrative in intent, recognition of the need to build up community through parent awareness and support, particular strategies relating to accommodations and modifications and peer support, overall structure and discipline and additional resources for SEN. This is significant evidence that definite efforts are being made to raise the level of inclusion and is reassuring to note. However, this may also hint towards a formulaic mind-set governing the approach to dealing with SEN, restricting creative solutions and engaging with provision as integrative rather than inclusive

- Pedagogy featured as a prime factor affecting inclusive education negatively, stated by both participants as well as study findings. This would appear to contradict findings that show the Teaching Activities element to have high consistency in the IJDAT analysis. The latter may be attributed to the fact that evidence of SEN expertise through LSU sessions has affected the strength indicated in this section of the IJDAT. Were Teaching Activities rated solely on the basis of

classroom pedagogy it may not have reflected as consistently in terms of strength of practice.

- It is interesting to note at this point that even though learning support was available on-site, there was a limited SEN pedagogical influence across the school, as evidenced in the weaker components indicating usage of differentiation and multi-sensory techniques in the classroom. This may tie up with the weakness indicated in staff role adequacy and teamwork and coordination, reflecting the operation of separate realms of pedagogical practice. This would limit the broadening of the pedagogical base present in schools. Numerous studies stress inclusive pedagogy as a necessity for inclusion (Bines & Lei 2011; Blecker & Boakes 2010; Bradshaw 2009; Gaad & Khan 2007; Glazzard 2011; King-Sears 2008; Loreman 2007; O'Connor 2008; Paliokosta & Blandford 2010; Yssel et al. 2007)

- Inflexibility seen within structure concerning support options and scheduling negatively affects intent to support and increase learner effectiveness, contradicting the ideals expressed by schools for providing for SEN. It impacts accessibility to learning as a result. A flexible approach to provision is key (Elliot, Doxey & Stephenson 2004).

- Differentiation as a strategy of inclusive practice (Bearne 1996; Dodge 2005; Gibson & Blandford 2005; Gross & White 2003; Westwood 2011) ranged from strongly present to misunderstood to non-existent between the three schools (Appendix II-3), depicting the misconceptions that can abound within the area of SEN provision (Kershner & Miles 1996; Rose 1998). This links back to inclusive pedagogy deficits.

- When assessing the data as a whole, it has been noted that a correlation exists between compatibility within the elements of the inclusion jigsaw and perception of provision as a process within the school. Greater cohesion between IJDAT elements showed more positive staff outlook on provision, reflected in stronger presence of whole-school

approach and teamwork & coordination. The converse was also true. Therefore, this finding may indicate that studies that evaluate teacher attitudes to SEN as an indicator of viability of inclusion, rather than an indicator of the need for awareness, may be putting the cart before the horse. Instead, a more judicious approach may be to fix provision, using attitudes to gauge progress instead, as testified to by Morris and Katon (2006, p.31). Provision that actually works as in the case of studies on evidence-based teaching (Mitchell 2008) and the bid for social learning through evidence (Ainscow & Sandill 2008, pp.411-412), can improve attitudes. Research related to provision and its workings help to address this issue and gaps are seen to exist here (Bines & Lei 2011; Kilanowski-Press, Foote & Rinaldo 2010). This study may help contribute to this knowledge-field, within its small-scale limitations.

Findings discussed within the context of actual practice highlights the need for SEN expertise to become prevalent within the classroom. Models of learning support need to amalgamate better with classroom practice. This would entail clear professional development opportunities, sourced both in-house as well as externally for an increased level of proficiency with inclusive pedagogy, thereby coming closer to becoming truly inclusive schools.

5.1.3   *The Frame: Where do the Findings Fit within the Context?*

This section discusses findings relevant to school effectiveness, typically evaluated in terms of achievement and excellence. A primary tension that is inherent to inclusive education exists between SEN and the quality of education- as if the two are exclusive concepts with no meeting ground. For this examination, findings are considered in the context of fundamental structures of the educational system, such as curriculum and leadership.

- One of the initial considerations when planning for this study was to note if curriculum choice played a part in the development of inclusive settings. While curriculum has not been the main focus of this study, markers were sought to indicate if curriculum influenced the level of

inclusion. By virtue of the application of the IJDAT on individual schools, the evidence has been inconclusive on whether curricula from countries from the global north (UK & US, in this study) where inclusion is relatively comprehensive (Bines & Lei 2011) show better adaptability to inclusive education compared to curriculum from the south (India, in this case). What it does show though is firstly, learning support and curriculum links were weak within the comparative snapshot, affecting access to learning. Secondly, curriculum- or content, and pedagogy- or delivery of that content, go hand-in-hand (Rose 1998), and curriculum accessibility can be manipulated by the quality of pedagogy, for better or for worse, as seen in the individual school snapshots. Curriculum inflexibility does hamper inclusion (Rose 1998) and curricula design would benefit greatly by the UDL approach (King-Sears 2008; Loreman, Deppeler & Harvey 2010). However, curriculum as a factor of exclusion needs to be considered in the light of pedagogy.

- Findings revealed leadership objectives and involvement with SEN to be a moderately consistent best practice in the combined picture of provision across the three schools. Its strong presence in one school in particular conveys the message that school leadership conducive to inclusive education is visible, vocal and transparent, taking responsibility to foster an inclusive culture. Schools that show clear leadership are likelier to fulfill the criteria for inclusion (Elliot, Doxey & Stephenson 2004). When its presence is weaker, inclusion is compromised.

- Having a SEN policy in place appeared to strengthen inclusive practices in the schools studied. The school that didn't have a SEN policy in place had an overall weaker compatibility with the components of the inclusion jigsaw. Schools that committed to their students with SEN on paper reflected clearer processes and accountability. Research suggests this as well (Bines & Lei 2011; Booth & Ainscow 2002).

- Staffing limitations specific to SEN was an issue expressed by all three schools. Specialist staff themselves were difficult to find, but role adequacy was also seen to be a problem. This is consistent with the existing research stating inadequacy of roles to be a barrier to inclusion (Bradshaw 2009; Blecker & Boakes 2010; Gaad & Khan 2007; Glazzard 2011; Loreman 2007; Paliokosta & Blandford 2010; Yssel et al 2007).

- A rather surprising finding of this research was the relative absence of monetary factors being perceived as a barrier to inclusion, despite current research emphasis on common global issues with funding (Ainscow & Sandill 2010; Armstrong, Armstrong & Spandagou 2011; Bines & Lei 2011; Rieser 2008). Only one participant mentioned finance, but more in relation to its impact on parents rather than governmental involvement (Appendix II-4.i). It would appear that funding the learning support programs was not an issue for the schools studied. Being private schools, school budgets would be sourced from fee-payers, namely the parents, and not dependent on government allocation of funds. This may be a possible reason why the government role did not feature more highly when looking at factors affecting provision within the private school context.

- A lack of awareness surfaced as a primary barrier to inclusion within this study, in keeping with other studies on inclusion in the UAE (Alghazo & Gaad 2004; Arif & Gaad 2008; Bradshaw 2009; Gaad 2001, 2004a, 2004b, 2010). It is easily one of the most debilitating factors as its influence has depth as well as breadth, when we assess it in terms of theory as well as practice, and is foundational to the success of the inclusive community. This may be a contributing factor to the sluggish growth seen in inclusive education in this region, as stated by Gaad (2010, p.79) and may be indicative of the need to bring about attitudinal changes through aggressive barrier removal through a multi-system approach.

A discussion of the findings in connection with school effectiveness reflects how provision needs to be designed to capitalize on contextual strengths as well as tackle contextual issues for it to hold the expected relevance and impact. Schools need to house inclusive staff as well as students.

A number of issues have been identified through a discussion of the findings in terms of theory, practice and context. A core issue would have to be the fact that sole reliance on the pull-out model of provision, without inclusive pedagogy and culture governing every aspect of school life, to deliver inclusion is a fallacy. Instead, nurturing teaching and learning practices that embrace differences in individuals is essential to creating an inclusive school.

This study has answered the research questions put forward to the degree that it has attempted to put together a composite picture of SEN provision within three private mainstream schools in Dubai through the individual snapshots of their fit into the inclusion jigsaw. The three schools differed from each other in terms of strength of practices as well as cohesiveness within the practices employed. There appears to be an ambiguity to the standards perceived to signal what constitutes inclusion and what does not, accounting for this variability between snapshots. The resultant composite portrait of provision has revealed a definite presence of inclusive practice within the sample studied, showing strengths in schools' overall willingness to cater for students with disabilities. However, research also shows a need to realign theory with practice, improve inclusive pedagogical understanding and execution, and ensure the nurture of whole-school inclusive thinking.

5.2 Getting the Pieces to Fit: Possible Solutions

There are no easy, simple solutions to bring about inclusive education. This study is just one example of the intricacies involved in practicing inclusive education. Attempts to address the issue need constant review to ensure integrity, as can be seen through this study.

When it comes to SEN, the UAE has shown initiative in beginning to address the need for laws to back intentions, with considerable urging from SEN activists and parent groups (Gaad 2010). Yet again, though, while SEN in the public school

system is slowly gaining a foothold, the private school system remains on shakier ground- ranging from arbitrary SEN provision dependent upon goodwill or business strategy options to commendable efforts to provide every benefit to all learners. The ideals and principles of inclusion cannot exist in isolated settings. They have to be in the very fabric of the whole educational system of a country for inclusion to work legitimately. Spooner (2011, p.49) asserts, "inclusion is a process which requires the development of policies, cultures and practices and the removal of barriers to learning and participation. It involves rights and entitlements". She also goes on to add that inclusion is more than classroom practice or even education, and that it is a wide concept that relates to every area of life and society as a whole.

Inclusion needs to be 'big picture' planning. It cannot exist for one subsystem but not the other. It involves the whole system, regardless of differences in pedagogy, curriculum and culture. Diversity has to be recognized as existing and an actual asset- not an afterthought. In such an atmosphere, a whole country is likely to embrace inclusion completely as part of its organizational culture.

To present recommendations to foster inclusion, Bronfenbrenner's ecological system theory (1979 in Thomas 2011) may be useful to depict the world surrounding the child with SEN as illustrated below in Figure 5.1:
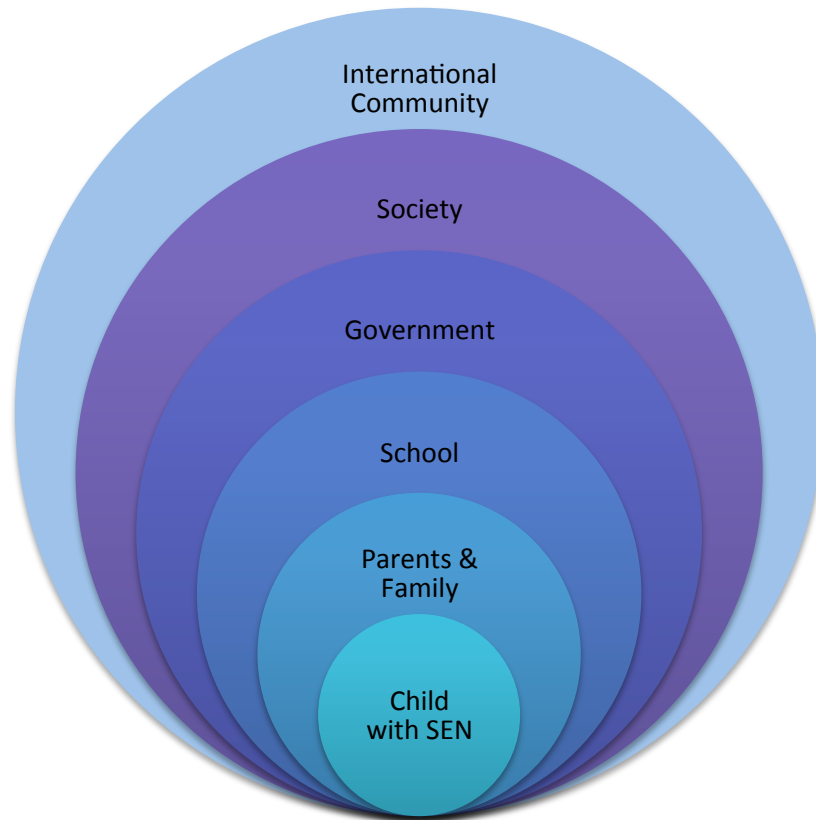
FIGURE 5.1: THE WORLD IMPACTING THE CHILD WITH SEN

International Community:

- Create an international agency to guide the formulation, monitoring and evaluation of government strategic plans for inclusive education across the globe. As countries become more multicultural in their composition, there is an increasing need for international movements that support the establishment of inclusive communities. Therefore, the role of international agencies is paramount to mobilising inclusive education through individual country commitments to national, regional and school levels of transformation. Without such an agency, haphazard 'remedial' measures with a lack of clearly defined objectives and outcomes are what the child with SEN is at risk for. In addition, unnecessary strain will be put on key stakeholders as well, owing to an absence of big-picture planning

- Promote enhanced international cooperation on matters related to the collection, dissemination and exchange of evidence-based interventions that work when implementing inclusion. An international body that serves this

purpose and provides access to a global network of expert consultants would be beneficial as such information is a rich resource that can inform planning and practice and needs to be available and accessible to all countries, experienced or inexperienced

- Develop international standards to facilitate the national development of quality curricula that is inherently flexible and accessible to all learners

Society:

- Foster inclusive education through community initiatives that reduce over-professionalization and increase reliance on resources available within the community (Rieser 2008, p.167), thereby widening the necessary resource-base. Community-based rehabilitation schemes are such an initiative

- Take ownership of individual responsibility to support inclusive society through interest group and media campaigns

- Corporate funding of community projects that enhance accessibility for the vulnerable and promote the celebration of diversity

- Advocacy for SEN should not be narrow and relegated to 'balkanisation', which is the tendency for categories of SEN to be given greater resources and attention (Garner 2009, p.34). Instead, encourage and participate in advocacy that covers all of SEN

- Create an arena for the voice of the disabled and use this to keep an ear to the ground on issues that need to be addressed. The Disabled Peoples' Movement (Rieser 2008, p.15) had this to say about charity:

> Charity has not really solved the problems of disabled people. What it has done is that it has entrenched the negative attitudes; it has made the position of disabled people worse. Disabled people have not benefited from charity, because charity is not part of the development process. It is not part of national socio-economic development. Disabled people want to be treated as normal citizens, with rights. They want to be treated equally and participate as equal citizens in their own communities. To achieve this you need political and social action to change society.

The relevance of these voices to inclusion gives direction and accountability to society's attempts to problem-solve

Government:

- Recognize the current 'medical model' of thinking that governs key decisions related to SEN and inhibits movement onto the social model of thinking. This is largely responsible for the charity approach to SEN that prevails in the UAE. While it has helped develop altruism and provide for the needs of those with SEN in the short-term, it needs to be replaced by recognition of the individual as a person deserving equal rights to participation within society. Committed government initiatives to change this thinking will have wider effects than individual interest group efforts

- Spearhead awareness programs for inclusion across society and inclusive education specifically for all related government departments and key stakeholders

- Define what inclusion means within UAE society through a process that involves a wide cross-section of society along with international perspectives. Develop inclusion policies based on this definition

- Recognize the need for development to be across all sections of society in order for freedom to be a reality. This means the development of a comprehensive phased strategic plan for the educational system to take on inclusive education in both the public as well as the private sectors within a timeframe. Government backing must be present to 'push' for inclusion, but it needs to be tempered with a practical plan on the specifics involved in creating inclusive schools. It will also need to consider levels of accountability between the sectors and government

- Streamline identification of SEN that results in provision for SEN through a centralized body

- Provide inclusive pedagogy training from the national level to allow for a transformation of the transmission approach of teaching that is so commonly subscribed to within the educational system. A two-pronged approach is needed to tackle professional development of existing teachers as well as

teacher training programs. Unless government backs a change, change will be slow in coming, leaving inclusion to arbitrary provision

- Prescribe a set maximum ratio as to how many students with SEN should be catered for within a regular classroom so as to maintain the benefits of inclusion through optimum balance. This also means all schools participate in becoming inclusive environments, sooner or later, in a coordinated manner

- Study 'best practices' followed by diverse nations across the world. Owing to the multiculturalism of society within the UAE, putting it on the frontlines of the establishment of a global society, a broader, more comprehensive worldview is essential to dealing with diversity within the educational system

- Ministry school inspections need to do away with SEN provision as an evaluator that improves the chances of a higher rating, and instead take the broader perspective of checking for respect of diversity through teaching and learning. This guards against the temptation of using SEN programs to enhance impressions

- Set up a central body with expertise in SEN that:
  - o Documents, monitors and evaluates the current status of the disabled to inform government programs for inclusion
  - o Inspects special schools to monitor academic curricula choices to allow for transition of students into mainstream settings
  - o Advises and assists transitioning of students from special schools to mainstream schools
  - o Provides specialist inspectors to specifically evaluate current programs for SEN within mainstream schools and recommend practices to enhance fuller inclusion
  - o Provides professional expertise, training and resources

- Develop funding mechanisms to support the development of inclusive education across the country

School:

- Plan strategically for the transformation into an inclusive school. This needs to be foremost in school development plans. Gross and White (2003) enumerate

practical strategies to create this plan and the Index for Inclusion (Booth & Ainscow 2002) is a practical tool to bring inclusion into schools through structural change

- Develop a whole-school approach to SEN through top-down influence. Plan, provide for and evaluate SEN through whole-staff involvement, not the SEN department in isolation

- Phase out separate programs of learning support, pushing SEN expertise into everyday school life

- Use SEN specialists as a support to both students as well as teachers. This removes the 'us-them' dichotomy

- Do away with procedures that heighten this 'separate realms' thinking, such as IEP goals programmed and worked on only by SEN specialists. IEP goals need to be owned by all staff involved in the execution of that goal

- Plan for professional development of inclusive pedagogy and thinking strategically through the school improvement plan

- Develop access to multidisciplinary professionals that are able to deliver therapeutic programs that enhance learning for all students whenever possible

- Look at incorporating inclusive education ideals into the existing philosophy of quality education that rewards achievement and excellence by incorporating research-based strategies that raise attainment for all students. Inclusion does not mean a lowering of standards, but a respect for learners' differences

Parents & Family:

- Having a child with SEN entails responsibility to form partnerships with various levels of society to secure provision and advocate the cause of inclusion as a right. Parent support groups need to be available to garner the collective strength required to form alliances that work correctly. These would involve:
    o Access to professional support networks that help provide expertise for the multitude of needs associated with SEN
    o Advocacy groups to campaign for the rights of the child with SEN to influence legislation and policy

o Lobbying for educational agendas that support the right of the child with SEN

Much of the hopelessness associated with SEN stems from society's inability, or more likely, unwillingness to adapt and accommodate and allow justice for all. Despite the claim that society is emancipated, it still operates on the 'survival of the fittest' rule, with 'king of the jungle' the only prize. The pursuit of success is equated with the reward of power- and in the world we have made it, this is all success can be. It is imperative that a long-term, whole-school strategy is developed within the country's educational system policy, a policy that should apply for both sectors of education. Such a strategy that is viable, regardless of curricular and cultural differences, allows inclusion to become embedded and practiced across every school, and thereby across the country.

CHAPTER SIX

<u>CONCLUSION</u>

Start by doing what's necessary, then what's possible, and suddenly you are doing the impossible.

Francis of Assisi

6.1 A Concluding Overview of this Study

This research project endeavoured to construct a portrait of provision for students with special educational needs in the UAE through the study of learning support programs in place in the primary section of three private mainstream schools in Dubai. The purpose of the research was to document inclusive practices that promote inclusive schooling, consistently good practices on offer and factors affecting this provision negatively.

This study employed the qualitative approach to research methodology and data analysis. Data collection methods involved interviews, observations and document review of each school's learning support program through established learning support departments as well as in the classroom. Participants were restricted to only those responsible for providing support and not those receiving support.

A review of the existing literature on inclusive education was embarked upon, consisting of theory, legislation, policy, practice and strategic planning for inclusive education.

Data collected was put through a researcher-constructed data analysis procedure that involved the adapted use of the Inclusion Jigsaw as described by Elliot, Doxey and Stephenson (2004). This Inclusion Jigsaw was converted into a data analysis tool and consisted of four elements- Learning Objectives, Teaching Activities, Access Arrangements and the Learning Environment. Each of these elements held separate components of inclusive practice relating to that specific

element. Data was then analysed through this tool for every school studied through a process of data triangulation. Individual snapshots and a comparative snapshot of all three schools were presented in the findings chapter of this study. In addition, data was further analysed to extract the most consistent best practices across all three schools and factors affecting learning support provision adversely. These findings were also presented in the same chapter.

A discussion of this study's findings considered the main conclusions in the light of current theory, practice and context, revealing:

- A definite need to align inclusive practice with inclusive theory, moving from a 'deficit' view of the child with SEN to the identification and removal of educational, environmental and social barriers that prevent equity and full participation

- Clear intent to provide students with mild to moderate disabilities access to mainstream schooling through the use of structured learning support programs that accounted for identification of SEN and individualized planning to meet those needs, mainly reliant on the pull-out model of support

- Wide variability in perceptions of what inclusive schooling entails, ranging from SEN as separate from mainstream concerns to inclusion as a whole-school way of life

- Overall Learning Objectives, Teaching Activities and the Learning Environment for students were SEN showed reasonably strong inclusive practice

- Access Arrangements concerning learning and assessment for students with SEN were considerably weaker

- The main factors perceived to be barriers to inclusive education were found to be a lack of awareness among key stakeholders and the need for improved inclusive pedagogy, with scheduling and staffing issues and the role of government as lesser factors

This research study has answered the research questions posed within the boundaries of the qualitative approach employed, by virtue of the facts revealed through clear evidence on the presence and absence of inclusive practices within

the settings studied. It has also been able to bring to the fore key concerns of those involved in inclusive practice.

The methodology employed along with the data analysis techniques used has provided a means to bring data relevant to the study to the surface for further analysis and discussion, and it is hoped that the conclusions drawn are able to inform future conceptualization and practice of learning support within mainstream schools.

By examining provision for SEN and documenting how schools go about supporting learners with SEN, this study has endeavoured to contribute to the wider research field of the practicalities of inclusive education, albeit within its small-scale boundaries.

6.2 Suggestions for Future Research

In the words of Bruner (1997 in Thomas 2011):

> The process of science making is narrative…we play with ideas, try to create anomalies, try to find neat puzzle forms that we can apply to intractable troubles so that they can be turned into soluble problems.

It is imperative that future research projects seek to highlight the actual implementation of inclusive education as only then can inclusion move from intangible theory to practice that benefits all. In light of this, suggestions for future research are:

- International organizations' contributions to the practical implementation of inclusion in member countries and government responses to their involvement
- Barriers to government-private sector partnership in the UAE educational system
- Cross-cultural study on curricula differences and the feasibility of their adaptability to the Universal Design for Learning system
- The effect of culture on pedagogy within mainstream schools in Dubai
- Views of children and young adults with SEN without access to mainstream education

- Issues surrounding resourcing, human as well as material, for inclusive education

- Special schools' responsiveness to a changing role within the inclusive setting

- Assessment and identification procedures for SEN in the UAE- are they too narrow or too broad, and what is the prognosis for those identified as having SEN?

- What does lifelong learning mean in the realm of SEN and is society able to provide it?

- A case study on the successfully included child with SEN in the UAE

Schools in the UAE have wide differences from one another, in terms of the curriculum they follow as well as the type of community they serve. Within this backdrop lies the common need for children with special educational needs to have access to their rights, regardless of curriculum and community differences. While this study has approached inclusion from the angle of disability for the purpose of retaining boundedness, inclusive education entails no discrimination, and therefore considers all learners to have the right of access- disabled or gifted, female or male, poor or rich, native or foreigner.

REFERENCES:

Absal, R. (2012). Private education gets top marks. *Gulf News.* 2 March, p.2.

Ainscow, M. (2002). 'Using research to encourage the development of inclusive practices', in P. Farrell and M. Ainscow (eds.). *Making special education inclusive.* Oxon: David Fulton Publishers. Ch.3.

Ainscow, M. & Sandill, A. (2010). 'Developing inclusive education systems: the role of organizational cultures and leadership'. *International Journal of Inclusive Education,* vol.14 (4), pp.401-416.

Alexander, R. (2000). *Culture and pedagogy: international comparisons in primary education.* Malden: Blackwell Publishing Ltd.

Alghazo, E. & Gaad, E. (2004). 'General education teachers in the Untied Arab Emirates and their acceptance of the inclusion of learners with disabilities'. *British Journal of Special Education,* vol.31 (2), pp.94-99.

Al Karam, Al Marri & Al Muhairi. (2009). *The role of international assessments and school inspections in the reform of education in Dubai.* 4th Cambridge Assessment Conference-2009. Knowledge and Human Development Authority: Dubai

Arif, M. & Gaad, E. (2008). 'Special needs education in the United Arab Emirates (UAE): a systems perspective'. *Journal of Research in Special Educational Needs*, vol.8 (2), pp.111-117.

Armstrong, D., Armstrong, A., & Spandagou, I. (2011). Inclusion: by choice or by chance? *International Journal Of Inclusive Education*, vol.15 (1), pp.29-39.

Armstrong, F. (2011). 'Inclusive education: school cultures, teaching and learning', in F. Armstrong and G. Richards (eds.). *Teaching and learning in diverse and inclusive classrooms: key issues for new teachers.* Oxon: Routledge. Ch.1.

Barton, L. (2010). 'The politics of education for all', in J.Rix, M. Nind, K. Sheehy, K. Simmons and C. Walsh (eds.). *Equality, participation and inclusion 1: diverse perspectives.* 2nd ed. Oxon: Routledge. Ch.7.

Bines, H. & Lei, P. (2011). 'Disability and education: the longest road to inclusion'. *International Journal of Educational Development,* vol.31 (5), pp.419-424.

Blecker, N.S. & Boakes, N.J. (2010). Creating a learning environment for all children: are teachers able and willing? *International Journal of Inclusive Education,* vol.14 (5), pp.435-447.

Booth, T. & Ainscow, M. (2002). *Index for inclusion: developing and learning participation in schools* [online]. Bristol: Centre for Studies on Inclusive Education. [Accessed 09 April 2012]. Available at: http://www.eenet.org.uk/resources/docs/Index%20English.pdf

Bradshaw, K. (2009). Teachers' attitudes and concerns towards integrating students with special needs in regular classrooms: a United Arab Emirates perspective. *The Journal of the International Association of Special Education,* vol.10 (1), pp.49-55.

Bradshaw, K., Tenant, L. & Lydiatt, S. (2004). 'Special education in the United Arab Emirates: anxieties, attitudes and aspirations'. *International Journal of Special Education*, vol.19 (1), pp.49-55.

Connors, C. & Stalker, K. (2010). 'Children's experiences of disability: pointers to a social model of childhood disability', in J.Rix, M. Nind, K. Sheehy, K. Simmons and C. Walsh (eds.). *Equality, participation and inclusion 1: diverse perspectives.* 2nd ed. Oxon: Routledge. Ch.12.

Creswell, J.W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research.* 4th ed. Boston: Pearson Education, Inc.

Crow, L. (2010). 'Including all of our lives: renewing the social model of disability', in J.Rix, M. Nind, K. Sheehy, K. Simmons and C. Walsh (eds.). *Equality, participation and inclusion 1: diverse perspectives.* 2nd ed. Oxon: Routledge. Ch.11.

Denscombe, M. (2007). *The Good Research Guide.* 3rd ed. Berkshire: OUP

Dey, I. (1993). *Qualitative data analysis: A user-friendly guide for social scientists.* London: Routledge

Elliot, N., Doxey, E. and Stephenson, V. (2004). *Inclusion Pocketbook.* Hampshire: Teachers' Pocketbooks

Farrell, M. (2008). *Educating special children: an introduction to provision for pupils with disabilities and disorders.* Oxon: Routledge.

Farrell, P. & Ainscow, M. (eds.). (2002). *Making special education inclusive.* Oxon: David Fulton Publishers.

Frederickson, N. and Cline, T. (2002). *Special educational needs, inclusion and diversity.* Berkshire: OUP

Flick, U. (2009). *An introduction to qualitative research.* 4th ed. London: SAGE Publications Ltd.

Gaad, E. (2001). 'Educating children with Down's syndrome in the United Arab Emirates'. *British Journal of Special Education*, vol.28 (4), pp.195-203.

Gaad, E. (2004a). 'Pre-service teachers' attitudes towards a career in special educational in the United Arab Emirates'. *College Student Journal,* vol.38 (4), pp.619-631.

Gaad, E. (2004b). 'Cross-cultural perspectives on the effect of cultural attitudes towards inclusion for children with intellectual disabilities'. *International Journal Of Inclusive Education*, 8(3), pp.311-328.

Gaad, E. (2010). *Inclusive education in the Middle East.* New York: Routledge

Gaad, E. & Khan, L. (2007). 'Primary mainstream teachers' attitudes towards inclusion of learners with special educational needs in the private sector: A perspective from Dubai'. *International Journal of Special Education,* vol.22 (2), pp.95-109.

Garner, P. (2009). *Special educational needs: the key concepts.* Oxon: Routledge.

Giangreco, M. F. (2010). ''The stairs don't go anywhere!': a self-advocate's reflections on specialized services and their impact on people with disabilities', in J.Rix, M. Nind, K. Sheehy, K. Simmons and C. Walsh (eds.). *Equality, participation and inclusion 1: diverse perspectives.* 2nd ed. Oxon: Routledge. Ch.3.

Gibson, S. & Blandford, S. (2005). *Managing special educational needs: a practical guide for primary and secondary schools.* London: Paul Chapman Publishing.

Glazzard, J. (2011). 'Perceptions of the barriers to effective inclusion in one primary school: voices of teachers and teaching assistants'. *Support for Learning,* vol.26 (2), pp.56-63.

Glesne, C. (2011). *Becoming qualitative researchers: an introduction.* 4th ed. Boston: Pearson Education, Inc.

Gross, J. & White, A. (2003). *Special educational needs and school improvement: practical strategies for raising standards.* London: David Fulton Publishers Ltd.

Hopkins, D. (2008). *A teacher's guide to classroom research.* 4th ed. Berkshire: OUP

Kershner, R. & Miles, S. (1996). 'Thinking and talking about differentiation: 'It's like a bar of soap…'', in E. Bearne (ed.). *Differentiation and diversity in the primary school.* Oxon: Routledge.

Kilanowski-Press, L., Foote, C.J. & Rinaldo, V.J. (2010). Inclusion classrooms and teachers: a survey of current practices. *International Journal of Special Education,* vol. 25 (3), pp.43-56.

King-Sears, M.E. (2008). Facts and fallacies: differentiation and the general education curriculum for students with special educational needs. *Support for Learning,* vol. 23 (2), pp.55-62.

Knowledge & Human Development Authority. (2011). *Private schools in Dubai: The evolving government and private sector relationship* [online]. Dubai: Knowledge & Human Development Authority. [Accessed 01 March 2012]. Available   at:
http://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/IPSEF%20paper. PDF

Knowledge & Human Development Authority. (2011). *Statistics for private schools in Dubai 2010/2011* [online]. Dubai: Knowledge & Human Development Authority. [Accessed 01 Mar 2012]. Available at: http://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/EducationalStatisticsBulletin2010-11_Final_Eng.pdf

Knowles, G. (ed.). (2011). *Supporting inclusive practice.* 2nd ed. Oxon: Routledge

Kvale, S. & Brinkmann, S. (2009). *Interviews: learning the craft of qualitative research interviewing.* 2nd ed. California: SAGE Publications Inc.

Light, R. (2010). 'Social model or unsociable muddle?', in J.Rix, M. Nind, K. Sheehy, K. Simmons and C. Walsh (eds.). *Equality, participation and inclusion 1: diverse perspectives.* 2nd ed. Oxon: Routledge. Ch.10.

Lindsay, G. (2003). Inclusive education: a critical perspective. *British Journal of Special Education,* vol. 30 (1), pp.3-12.

Loreman, T. (2007). 'Seven pillars of support for inclusive education: moving from "Why?" to "How?"'. *International Journal of Whole Schooling,* vol.3 (2), pp.22-38.

Loreman, T., Deppeler, J. & Harvey, D. (2010). *Inclusive education: supporting diversity in the classroom.* 2nd ed. Oxon: Routledge.

Marshall, C. (2008). Thirty-five years of school inspection: raising educational standards for children with additional needs? *British Journal of Special Education,* vol. 35 (2), pp.69-77.

McIntyre, D. (2010). 'Has classroom teaching served its day?', in J.Rix, M. Nind, K. Sheehy, K. Simmons and C. Walsh (eds.). *Equality, participation and inclusion 1: diverse perspectives.* 2nd ed. Oxon: Routledge. Ch.6.

Miles, M.B. and Huberman, A.M. (1994). *Qualitative data analysis: an expanded sourcebook.* 2nd ed. California: SAGE Publications, Inc.

Ministry of Social Affairs. (2006). UAE Federal Law No. 29 of the Year 2006 on the Rights of People with Special Needs, Abu Dhabi

Mitchell, D. (2008). *What really works in special and inclusive education: using evidence-based teaching strategies.* Oxon: Routledge.

Mittler, P. (2000). *Working towards inclusive education.* David Fulton Publishers: London.

Moore, M. (2011). 'Including parents with disabled children', in F. Armstrong and G. Richards (eds.). *Teaching and learning in diverse and inclusive classrooms: key issues for new teachers.* Oxon: Routledge. Ch.12.

Morris, C. & Katon, S. (2006). A torrent of change: enhancing effective change in special education--one school's journey. *Kairaranga*, vol.7, pp.28-32.

Muijs, D. & Reynolds, D. (2011). *Effective teaching: evidence and practice.* 3rd ed. London: SAGE Publications Ltd.

O'Connor, U. (2008). Meeting in the middle? A study of parent-professional partnerships. *European Journal of Special Needs Education,* vol. 23 (3), pp.253-268.

Office for Standards in Education, Children's Services and Skills (Ofsted). (2006). *Evaluation of the impact of learning support units* [online]. London:

Ofsted. [Accessed 15 March 2012]. Available at: http://www.ofsted.gov.uk/resources/evaluation-of-impact-of-learning-support-units

Paliokosta, P. & Blandford, S. (2010). Inclusion in school: a policy, ideology or lived experience? Similar findings in diverse school cultures. *Support for Learning,* vol.25 (4), pp.179-186.

Porter, J. & Lacey, P. (2005). *Researching learning difficulties: A guide for practitioners.* London: Paul Chapman Publishing.

Rieser, R. (2008). *Implementing inclusive education: a Commonwealth guide to implementing Article 24 of the UN Convention on the Rights of People with Disabilities.* London: Commonwealth Secretariat

Rieser, R. (2011). 'Disability, human rights and inclusive education, and why inclusive education is the only educational philosophy and practice that makes sense in today's world', in G. Richards and F. Armstrong (eds.). *Teaching and Learning in Diverse and Inclusive Classrooms.* Oxon: Routledge. Ch.14.

Rix, J., Nind, M., Sheehy, K., Simmons, K. & Walsh, C. (2010). (eds.). *Equality, participation and inclusion 1: diverse perspectives.* 2nd ed. Oxon: Routledge.

Robson, C. (2002). *Real world research.* 2nd ed. Oxford: Blackwell Publishing.

Rose, R. (1998). 'The curriculum: a vehicle for inclusion or a lever for exclusion?' in C. Tilstone, L. Florian & R. Rose (eds.). *Promoting inclusive practice.* London: Routledge.

Spooner, W. (2011). *The SEN handbook for trainee teachers, NQTs and teaching assistants.* 2nd ed. Oxon: Routledge.

Stake, R. E. (2005). 'Qualitative case studies', in N.K. Denzin and Y.S. Lincoln (eds.). *The SAGE handbook of qualitative research.* 3rd ed. California: SAGE Publications Ltd. Ch.17.

The World Bank. (2012). *Data: United Arab Emirates* [online]. [Accessed 1 March 2012]. Available at: http://data.worldbank.org/country/united-arab-emirates

Thomas, G. (2001). *How to do your case study: a guide for students and researchers.* London: SAGE Publications Ltd.

Tilstone, C., Lacey, P., Porter, J. & Robertson, C. (2000). *Pupils with learning difficulties in mainstream schools.* Oxon: David Fulton Publishers Ltd.

UAE Interact. (2012). UAE, Qatar top world population growth. 06 February 2012. [Accessed 01 March 2012]. Available at: http://www.uaeinteract.com/docs/UAE,_Qatar_top_world_population_growth/48 169.htm

United Nations (UN). (2006). *UN Convention on the Rights of Persons with Disabilities* [online]. New York: United Nations. [Accessed 11 April 2012]. Available at:
http://www.un.org/disabilities/convention/conventionfull.shtml

United Nations Educational, Scientific and Cultural Organization (UNESCO). (1994). *The Salamanca Statement and framework for action on special needs education* [online]. Paris: UNESCO. [Accessed 11 April 2012]. Available at: http://www.unesco.org/education/pdf/SALAMA_E.PDF

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2001). *UNESCO Open File on Inclusive Education* [online]. Paris: UNESCO.

[Accessed   09   April   2012].   Available   at:
http://unesdoc.unesco.org/images/0012/001252/125237eo.pdf

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2004). *Changing teaching practices: using curriculum differentiation to respond to students' diversity* [online]. Paris: UNESCO. [Accessed 11 April 2012]. Available at: http://unesdoc.unesco.org/images/0013/001365/136583e.pdf

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2005). *Guidelines for inclusion: ensuring access to Education for All* [online]. Paris: UNESCO.   [Accessed   11   April   2012].   Available   at: http://unesdoc.unesco.org/images/0014/001402/140224e.pdf

Westwood, P. (2011). *Commonsense methods for children with special educational needs.* 6th ed. Oxon: Routledge.

Wilson, L. (2004). Towards equality: the voices of young disabled people in Disability Rights Commission research. *Support for Learning,* vol. 19 (4), pp.162-168.

Yin, R.K. (2009). *Case study research: design and methods.* 4th ed. California: SAGE Publications, Inc.

Yssel, N., Engelbrecht, P., Oswald, M.M., Eloff, I & Swart, E. (2007). Views of inclusion: a comparative study of parents' perceptions in South Africa and the United States. *Remedial and Special Education,* vol.28 (6), pp.356-365.

APPENDIX I: DATA COLLECTION RECORD

A.1. i. INTERVIEW TRANSCRIPT

LEVEL 1

SCHOOL A

A: Researcher

B: Literacy Curriculum Coordinator

Date of Interview: 09.05.07

1 2 3	A:	I'd like to speak to you about how learning support fits into the whole school- how the whole system comes together and what are the issues, if any, that you are currently dealing with.
4 5 6 7 8 9 10 11 12 13 14 15 16	B:	Yes, there are issues, of course. I think the number one issue that we have is teachers who often think it's behaviour problems and not necessarily think it's a learning disability. A lot of kids are falling through the cracks due to, I think, just teachers not necessarily being trained properly or having a certain image in their head of how an ideal class should be. So, any child, I've seen it way too many times, who is remotely not like the rest, has this 'naughty' quote attached to them- everyone who is not what is expected, is 'naughty'. And yes, the number one problem is educating the teacher on how to identify the students. Now typically it does help when the teacher is aware. She will come and speak to the learning support coordinator. Learning support then comes in and does an informal assessment and takes it from there. In terms of the curriculum, definitely when I have meetings, in terms of English- I'm in charge of English-everything is picture cued. Everything in general has to be modified.
17	A:	That's for the child with special needs?
18 19 20 21 22 23 24 25	B:	In general, I tell the teachers, pretty much, across the board, I tell them to modify for all the students. However, obviously for the ones with special needs things are modified. Instead of doing- like what you would do in any other school that are doing 10 problems- that you cut it down to 5. Clearly, expectations are different and the teachers are aware of it. Whereas in the past, in previous years, the exam was given and that was the exam- sink or swim. Sorry. Deal with it. But now they are starting to modify the spelling lists, modify vocab quizzes. Everything is becoming modified depending on the group of students that each teacher has.
26	A:	So the teachers would know how to modify this?
27 28 29 30 31	B:	Oh yes. They'll come to me, for example, for English it's pretty straightforward. The spelling, you have challenge words you know, for the students that can be challenged, they will go ahead and do the challenge list. For the teachers, the students that cannot, you know, if you modify the list you don't give them as many words. Some of the teachers'

32		expectations are way up here- and then I have to make them realize that it
33		is okay to not have those kinds of expectations. I think UAE is still based
34		on marks, so a lot of the teachers are teaching to a test- because, 'all my
35		kids are in the 90's, I'm the best teacher'. It's a lot of ignorance. Yeah, so
36		until we break away from that I think we're not going to see much
37		change. This year, Grade 1, 2, 3, we got rid of exams and we're doing
38		informal and ongoing assessments,which is something that is different
39		than previous years. We have working portfolios in place for the children.
40		We've incorporated journal writing from Day 1 and a lot of was "they
41		can't write", especially the special needs kids. "They can't do it". I said
42		"Just trust me, do it". And now, they'll come back and say, we've seen
43		growth or things that the child has never, you know said verbally, they're
		seeing it, or writing. It's worth the scary beginning stuff a bit.
44	A:	It's the first year that you've actually implemented this?
45	B:	Yes, I've implemented it this year.
46	A:	So is this format only for Literacy or does it go across to Numeracy and
47		the other subjects as well?
48	B:	No- well, it makes common sense but I'm not in charge of Math and
49		Science, but I tell them "use common sense" in terms of vocabulary. Any
50		kind of vocab that you give, I want a picture cue. You have to have
51		picture cues, so we'll go and make out for every single vocab word we
52		will print out a picture cue. One set with the child and one set on the word
53		wall. The word walls are being incorporated a lot more this year than they
54		were in previous years. Before it was just the word and and when you're
55		finished with it, it died. It was buried- never looked at it again. Now
56		they're *working* word walls. In Math, I have commented to our team of
57		teachers that atleast in 3rd grade that "you know you cannot give so and
58		so, this practice book page. It's not realistic". Maybe give them the evens
59		or just the odds, just circle the words that you want, depending on the
60		child. So it is coming to light now. People do realize that I can assess a
61		child differently. But it's just getting the teacher to want to do it, to take
		out the time, the energy for another assessment for a child.
62	A:	Do you find that it is also necessary for the teachers to gain an
63		understanding on how to have an ongoing assessment carried out? That
64		it's not that you set aside a particular amount of time and do it?
65	B:	Right. Well, it took a lot of convincing because again you're coming back
66		to the mentality of 'I need a mark. Where do I get this mark from to
67		accompany this test'? But I just tell them you know, little sticky notes
68		during the day. If you notice something with the child you note it down,
69		ongoing, into your own personal reflection journal that you're writing
70		down. Things that you save and you're going over and over again. Having
71		a journal, the teacher, a personal diary to write notes, having a working
72		file for each child. Some teachers weren't doing that.
73	A:	You mean they were relying on test scores? Or did they have trouble with

74		some other aspect of it?
75	B:	Collecting, you know, data throughout the year. I want their first creative
76		writing papers, their first Math quiz, things that show growth throughout
77		the year and that we are doing in our ongoing portfolio. It's all new to
78		many teachers and a lot of it to them is all this, you know, I get told 'this
79		American mentality' which I'm not saying the American mentality is the
80		best but we do look into each individual child, not just this mold that
81		everyone has to fit into. You'll see it in a lot of the schools. I've looked
82		because of my own child, my child is ADHD, he's borderline dyslexic. I
83		was the one to keep battling this crack. KG, no one noticed. My son was
84		'naughty'. He was always in 'time out'. No one knew how to deal with
85		him and then he went to Grade 1 and I'm assuming "We're from the
86		States, we speak English at home, we read every single night. He's fine."
87		He can't even *read* properly. Then that's when I went up to the learning
88		support coordinator and I started to see such a negative stigma for the
89		child who's different. You know, it's like ignorance. And they're
90		qualified teachers. It's not that we're getting like, 'yucky' teachers. They
91		are qualified teachers but there's a lot of ignorance. And one way to
92		improve, I think, in our school, is for the learning support department to
93		hold monthly workshops. You know talk to the teachers who have kids
94		that go to learning support. There has to be some kind of collaboration.
95		You know a lot of times the teachers say they're working on something in
96		class and then the students are pulled out for learning support. They miss
97		that practice book sheet or whatever it is that they're working on. They
98		don't know, the teachers oftentimes do not know what is happening up in
99		the learning support centre. So if the learning support people can come
		down and educate, 'you have a child up there who is dyslexic you should
		modify by doing this and that'. I think that's what's missing.
100	A:	Yes, that was what I was wondering. Because you say that they are
101		modifying, but do they know what it means to differentiate?
102	B:	Do all of them know? No. And I try to be Super Woman and go around
103		Grades 1, 2, 3. It's very frustrating, you can't. Then you know, I try to
104		find a strong Head Teacher in each enclave and have her be in charge of
105		it, that's for the English. And English I know what's going on in English.
106		For example I need you to have, I want to see at least two different
107		spelling lists, okay, and that is done. We're at the beginning, very
		beginning stage of that.
108	A:	How long have you been at the school for?
109	B:	My third year here. I work as coordinator and teacher.
110	A:	Which grade do you teach?
111	B:	Grade 3.
112	A:	So now that you've come in, in the co-ordinator position, the main change
113		that you've made are to the assessments as well as to the fact that the

114		teachers understand that you don't have to teach it the way it is in the text
115		book that you can actually modify it and deliver it differently?
116	B:	And yeah, they're making teacher-made tests. We're not taking anything
117		out of the text. All of their materials, or whatever they are, are teacher-
118		made. A lot of picture cues are incorporated this year and I think that was
119		a very big, big step. At first there was major resistance "Oh, there's no
120		time", you know. But I said "Just trust me on this one, please." And there
121		has been, I mean I see with my own children, their vocabulary, you know,
122		they're recalling vocab words from previous stories they've heard.
123		Previously when I taught here, I taught the way they were telling me, not
124		they were telling me, the way it was set up by previous teachers, I would
125		go home at night and I would think- they're going to forget this next
126		week. It means nothing to them. So I think this is a very… it's something
127		I'm very proud of. It seems like a small thing, but I think it's made a
		really big difference this year.
128	A:	But before you became coordinator, did you feel that you had the freedom
129		to change it about if you wanted as an individual classroom teacher to
130		introduce picture cues and the word walls. Did you have that freedom to
		do it?
131	B:	Yes, I did. If I wanted to, I did. I came here from the States and, again, in
132		the States, we do not use copybooks. I came here and I'd never heard of
133		the term 'copybook'. And so I was sort of lost. Hey, an American
134		curriculum. What are you guys talking about 'copybooks'? What is this?
135		A lot of it was foreign to me so I was trying to fit into the way the four
136		other teachers were doing it but I always would swim on the sidelines,
137		thinking I can't, it's not how I teach. So that's when administration had
138		asked me, can you try to incorporate different changes. The journal
139		writing was a very big thing. You know, 'he can't write a sentence'. Fine.
140		Pictures, Let him draw it out for you. So I think that's a really good
141		insight to different children. But the biggest thing is teacher awareness.
142		How do I figure out what this child needs.How? What's the red flag, what
		are the red flags? What should I be looking out for?
143	A:	And then the next step. What do I do now that I see a problem?
144	B:	Yes. And I guess now what we're doing, it's a no-brainer, but it should
145		have been done before- our little mini reports about each child- which is
146		all connected to your teacher, you know? Last year I wrote out reports for
147		all my students. What happened, we have new staff- there is high turnover
148		in the upper grades. I don't know what happens to be honest with you.
149		But I tell our teachers first day of school. Go to the previous year teacher.
150		Any question mark child, discuss it. Implement it. This year we're
151		starting out a little mini report about each child. You know, what kind of
		a learner are they, you know just different things.
152	A:	And that is something that all the teachers are going to be handing over at
153		the end of the school year?

154	B:	I mean I'm incorporating it in Grade 1,2,3 and hopefully it'll go on.
155		We're trying it out.
156	A:	I'll just go back to the format of questions that I have. You've given me a
157		lot of
158		information already. It may be repetitive but I'll go through my list. I'd
		like to ask you about the curriculum used at the school.
159	B:	It's called Harcourt. It's what many schools use and we have the latest
		edition.
160	A:	So it's the Harcourt Curriculum?
161	B:	Yes, that's what it's called.
162	A:	Would you be able to tell me a bit more about how the curriculum
163		operates within the year levels?
164	B:	About Harcourt itself? Harcourt is- a lot of it is incorporated almost like
165		thematic teaching across the curriculum? If you go into Harcourt you'll
166		notice that the English, Maths and Science somehow tie in to each other.
167		Which is a positive thing. We have great resources. The books are really
168		colourful, not bland. We have the teacher's editions, along with the
169		students editions along with picture cues that they have, vocab cards and
		things like that.
170	A:	So this goes across all the year levels? All the way up?
171	B:	Grades 1 through 6 are for sure Harcourt, I know that.
172	A:	Beyond that?
173	B:	I'm not sure what they're using.
174	A:	So, as the co-ordinator for English, and since the English and Math do tie
175		in within the curriculum, do you liaison with the Math co-ordinator?
176	B:	I do. We have been meeting and generally we've spoken with all of our
177		teachers and we've voted for next year's plan to actively make an effort to
178		make sure that when you're doing this story you tie in. Make sure at the
179		same time you're doing this science lesson because a lot of times they're
180		just skipping around the book. No, this year it's been more of an active
181		effort. We're using English as the base and we're going to pull in the
		Math and Science to complement the English.
182	A:	All right. And the general classroom teacher would deliver English as
183		well as Math?
184	B:	Grade 1,2,3 it's a homeroom teacher. 4,5,6 it's a subject teacher. So 1,2,3
185		is where we get to really have fun with all of it.
186	A:	I'd also like to know a bit about the general classroom pedagogy- even
187		the seating arrangements as well as the delivery of the curriculum?
188	B:	Okay, they're in five tables, in groups of four, preferably groups of four.
189		There's a lot of group work that goes on. A lot of hands on activities that
190		go on. In our English curriculum this year we've incorporated one week
191		of hands on centres, we have learning centres which is something that

192		works fine, we have learning centres that will pull in something from
193		English, Math, mostly English, a little bit of Math, little bit of Science. A
194		lot of hands on. So it's none of this straight seated forward, a lot of
195		discussion. Children are assigned numbers in many of the classrooms.
196		You know, number 1 is the writer, number 2 is the reporter. You know,
197		different things like that. We try to create a very safe environment where
198		they know that they're allowed to make mistakes and that's something
199		that's drilled from day one. We're a family. There's no right or wrong
200		answer, you can ask anything. I feel that that's helped out a lot. But we're
201		really trying to incorporate group work. And some teachers like it when
202		they're all quiet and facing forward. So this year it's been a real struggle
203		but I think they've seen the benefit of having a more active table. You
204		will have the occasional teacher who prefers to flip them back around but
		group work is something that is part of the classroom. That's the big thing
		in our school.
205	A:	How do teachers manage behaviour issues within the classroom?
206	B:	Well, each teacher is obviously different. You know, there's no right or
207		wrong answer. Just basic ones of following rules in a classroom. Some
208		teachers have a ticket system where you do something good you get a
209		ticket into a raffle. The raffle goes into the box. At the end of the week
210		you get to pull out a name. That child gets something. That's one thing
211		some teachers do. Sticker charts, all different things that teachers do. It's
212		not a set school policy. They try to do something called school zones with
213		different coloured cards- everyone starts on green, the first warning's a
214		yellow, then you get on orange, then you get on red. Not all teachers
215		incorporated that. They tried but we had "I want to focus on your positive
216		behaviour, not your negative behaviour." You let it go. But the point is,
217		action cards are something that are put into place so if the child for
218		example gets to the red card level or the 'Oh my God! This child is
219		breaking every rule!' level- then an action plan will be given where the
220		child has to reflect on what rule they've broken in the class. They have to
221		write and say what their consequences should be, what they will do to
222		make sure it doesn't happen again. Teacher comments and the parents
223		have to comment. And if you have more than one action plan per term
		you have a 'meeting' with the Principal. No one gets to that. I've seen one
		action plan.
224	A:	How do you go about planning for the curriculum- semester-wise or
		annual?
225	B:	We have a yearly plan that we have from day one of the school year, and
226		it's something that we work on- like now it's the end of the year here? So,
227		when the students are out we will all sit together and we will just lay
228		everything out. This worked, this didn't work, every single thing is laid
229		out for you. For the whole year. So when we come in September your
		whole yearly plan is already there.

230	A:	You've already done this by the last week of school, end of June, right?

231	B:	Yeah. And then we obviously modify- I mean it's just a general skeleton.
232		But, that's how we do it. It's a yearly plan. Doesn't mean we don't sit and
233		talk about it. We meet every week, we try to meet every week, in all
234		honesty, and just to go over the plan and come up with the learning
235		centres ideas and the hands on activities.

| 236 | A: | So for instance, looking at a Grade 3 class, how would you go about a |
| 237 | | typical lesson? |

238	B:	Yeah. I have 5 tables. Each class would have 5 groups or 4 groups. One
239		table
240		would be working on a vocab activity, one table would be doing the
241		guided reading activity with me on the carpet, one would be doing some
242		kind of art activity tied in with science or something, one group might be
243		doing an acting station, you know, coming up with a play, you have to act
244		out your favourite scene of the story. And then every day they rotate. But
245		at the end there's that little file of all the cool things they made during that
246		week. All the grades do that. It's not just my class. It'll be all Grade 3
		teachers. They're all doing the same activities.

| 247 | A: | So you'd have five of those rotations going on? |

248	B:	Yeah. Just this week we started cursive, they did magic writing with a
249		white crayon. And they were doing their letters and they magically
250		painted over and, cursive letters appeared. Things like that. It depends on
251		the story. It depends on many, it's not a set thing but we have to have a
252		grammar, we do have a guided reading every single time in a small group
253		reading with the teacher. And then we always try to incorporate
		something artsy because they really enjoy it.

254	A:	All right. We've talked about the various modes of instruction followed in
255		the classroom. How conversant do you find the teachers to be in
256		switching from direct instruction to a different way?

257	B:	It's easier, I think, for them to stick with direct instruction solely. It's
258		much easier for a teacher to deliver that way, and have a real quiet class.
259		And you speak, speak, speak, and then open up your book and "I don't
260		want to hear anyone." I've seen it. "No one talk." And that's sad. That
261		kills me. I can't do that. As a child I couldn't do it. So I always imagine,
262		and I tell them that. Imagine that you're a child in that classroom. And it
263		changes everything. And I have to tell the teachers first day of school, the
264		way you speak to that child, especially the ones that have learning
265		disabilities, would you speak to that child or would you change your tone
		if their mom was at the door? That's a way to check yourself.

| 266 | A: | And the teacher student ratio within the classrooms? |

267	B:	We have up to 25 in a class. I had 21 this year. Some have 18. Depends.
268		But 25 is the maximum to one teacher. There is a nanny. Now. We just
269		incorporated that this year. It's been a godsend as they help with so many
270		different things. During learning centres, they'll come in and help you.

271	A:	So that's every class that has a nanny?
272	B:	No. There's one nanny per year level. Only Grades 1,2,3.
273	A:	So that's three nannies then.
274	B:	Yes. Only three nannies
275	A:	What are the general reporting practices followed here?
276	B:	Well, there's a reading assessment that I should tell you about. However,
277		the results of those reading assessments aren't something that we let the
278		parents know about. They're done mainly for us to know the levels at
279		which the children are reading. Every single child is assessed at the
280		beginning of the year- so it's three assessments per year- beginning,
281		middle and end. We have home readers. The students have leveled reader
282		books which we do one on one per child every single week. So, the whole
283		week, they're reading one on one with me. It's a home-school connection
284		as well. So for example, I number my students 1 through 21. So Sundays,
285		1 thru 5, this is your reading day. 6 through 10, and so on throughout the
286		week. So during their reading day, individually, one on one they come to
287		me. They start reading their book to me. We discuss it. We talk about
288		fluency, we talk about how do you change your tone, how do you do this,
289		how do you do that. And then they have to take it home. And there's a
290		reading register that's signed by the parent every single night. And they
291		get 2 books per week and they have a book response that has to be filled
292		out. What the story is about, what they liked about the book and the
293		illustrations. So next week they'll get two more books. And I obviously
294		look back and see, if it's not signed they can't get a new book. If the book
295		response is not complete they cannot get a new book. It is a home-school
296		connection also. But I feel it's been very successful, after they were
		assessed properly. Before, they were just given a book or they get to pick
		the book, regardless of whether it is at a suitable level or not.
297	A:	So when it comes to reporting on the students, do you give a grade and
298		then do a comment as well on that for every subject area?
299	B:	Not every subject area, no. There's a general comment, it's a tick off
300		thing they have a million different little standards. Outstanding, Very
301		good, Needs improvement. And so if the parent reads that they can
302		obviously tell where the issue that we need to discuss and then in the back
303		there is a general comment and the grade is there.
304	A:	And for the child with SEN, is it the same report card?
305	B:	The same report card. I'm not sure if learning support sends anything. I
306		don't know about that.
307	A:	What about the ESL issues? Because from what I'm gathering, that's a
308		big issue in this school?
309	B:	A lot of the ESL students prior to this year were just being shipped up to
310		learning support. So they're overloaded up there. This year we're blessed

311		with a teacher from the States who actually is ESL certified. We're
312		planning to have an ESL unit as well from the next academic year.
313	A:	So will that be a pull-out system of ESL support as well?
314	B:	Yeah. That would be what we are looking at as the most likely way to
315		support all these needs.
316	A:	But would a child with learning disabilities also have access to ESL?
317	B:	I'm sure they will- depending on numbers and severity. Things like that.
318	A:	The existing model for the learning support centre would be pull-out and
319		ESL also is being planned as pull-out. So my question to you is do you
320		think that this model of support is a good fit for the school?
321	B:	If you're going to say the best fit, I mean a lot of things could change.
322		Obviously the ideal is to change many things, but a lot of it is mentality.
323		A lot of it is parents not allowing the children to go to the learning
324		support centre because of the stigma. "Something's wrong with my child,
325		I don't want my friends to know." I have a child who needs it desperately
326		and the parents won't agree to have it. So is it the ideal model? No. It's
327		not. But I think it's a start and it's the fact that we have now. And I think
328		we're blessed that we even have people, like the learning support
329		coordinator, to be able to pull kids out, who are trained to deal with those
330		students. It's better than nothing. And it's better than just leaving it on the
331		teacher. Because the teachers are juggling so many different things. And
332		they would struggle and it would happen- some will go above and beyond
333		and others will just, the common thing "I'm not paid enough to do that.
334		That's not my job". So a lot of kids keep falling through the cracks. So it
		is working- it is working the best that it can I think right now.
335	A:	Would you be able to tell me about the admission procedure into the
336		school and the entry assessment that's done?
337	B:	Yes, we do an entrance exam. Part of it is the reading. It covers grammar
338		and math. Basically, the child come in, does an assessment with one of
339		the grade level teachers and then there's a little rubric right there that tells
340		you their score 'between this and that they're suitable, not suitable, or
341		suitable with additional support'. And based on that we carry that over to
342		the main admin and they look at their spots and then based on that we
		plug in each child as we see fit.
343	A:	Does the school admit children with SEN in, knowing they have SEN?
344	B:	They will. I feel that our school is very generous in that aspect, but to be
345		honest with you, I think when you want to do this, you need to give
346		teachers the tools to deal with students like that.
347	A:	Do all your teachers have a background in teaching the American
		curriculum?
348	B:	They're certified teachers. The teachers that they're bringing in are
349		certified teachers. They are real teachers; they're not 'qualified'. You
350		know, you hear "we're qualified teachers". 'Qualified' doesn't mean

351		certified. They're people that have studied in Education. They've had
352		some kind of Educational background. The American teachers are,
353		obviously, they're fine. I think the European teachers, I think it's a little
354		bit of a shock, our curriculum. So what we're trying to implement now
355		from Day 1 - all new teachers come in and just do the induction program,
		the 'how we do it', 'how we teach it'- that way.
356	A:	So you have teachers from different backgrounds coming in?
357	B:	Yes. All over.
358	A:	Okay- I think that's it. Thank you so much for meeting with me.
359	B:	You're welcome.

A.1. ii. INTERVIEW TRANSCRIPT
LEVEL 2 & 3a

SCHOOL A

A: Researcher

B: Learning Support Coordinator/ Learning Support Teacher- Dual Role

Date of Interview: 09.05.07

1 2 3	A:	To begin with, may I clarify your role here at the learning support centre of the school? You are the Learning Support Co-ordinator and also teach students needing learning support, am I correct?
4	B:	Yes, that's right.
5	A:	And how many learning support teachers are there at this centre, aside from you?
6 7	B:	There is one other learning support teacher. She handles the Arabic instruction for learning support.
8	A:	All right. I'd like to know the model of SEN provision here at the school.
9 10 11	B:	At the school, we have a learning support program that is a pull-out program. We take students out of the classroom for learning support, bringing them to this centre for help with the areas they need assistance in.
12	A:	Is this pull-out system for individual sessions only?
13	B:	It depends, really. Sometimes, it is a small group that we have. Most of the time it is individual.
14	A:	What would the maximum number be for the small group?
15 16	B:	The maximum is three students. We have gone up to three but by and large it is two. We try to stick to two.
17	A:	What are the grade levels that learning support caters to?
18	B:	Pre-KG to Grade 6.
19	A:	How old are the children in pre-KG?
20	B:	3-plus.
21	A:	How long has this learning support centre been in place at this school?
22	B:	It's about two years now. I've been here since then.
23	A:	What are the types of special needs that you provide for?
24 25 26 27 28	B:	Mostly mild to moderate forms. We don't have any severe forms of disabilities in the school. Mainly because we don't have the resources to handle it. And as I see it, some of the most severe cases are there in the mainstream classrooms; they don't get support from us because their parents just refuse. Mostly in the units we have children with dyslexia and then we do have mild cases of intellectual

29		impairment. We do have children who are on the autism spectrum as well.
30	A:	For children with autism, where do they tend to sit on the spectrum?
31	B:	It's mostly mild to moderate.
32	A:	As in high-functioning autism or Asperger's Syndrome?
33	B:	I wouldn't say it's high-functioning autism. Occasionally, Asperger's.
34	A:	Any other disorders?
35	B:	Of course, ADHD and other forms of pervasive developmental disorders- from
36		KG you do find that, but then I don't know how well they can be put into that slot
37		mainly because their rearing, everything is very different from what we've know
38		as the ideal rearing practices. I feel the environment has a part to play in what
39		presents as special needs in certain cases.
40	A:	What kind of environmental impact?
41	B:	The children are often mostly with nannies. They have minimal contact with
42		significant adults apart from very limited social settings.
43	A:	Like limited social skills-?
44	B:	Play skills, social skills, anything. You know, their daily living skills are very
45		poor.
46	A:	So the reason behind this would be the nannies doing everything for them?
47	B:	Yes, the nanny's there. So for children who are already behind…they are so
48		much more behind because of this.
49	A:	What is your basis for criteria of admission into the learning support program?
50		Do you wait for a formal report to be given to you or is it just that the child isn't
51		fitting in and not able to cope with the academic-
52	B:	No, I'll tell you how it works. First, the teacher comes and tells us or tells the
53		principal of the primary section or the principal of KG, whoever is concerned.
54		They call us. But nowadays in the primary section, the teachers come directly to
55		me. I ask them to fill up the observation form that I have, based on the area of
56		difficulty, the level at which they're functioning currently, after which we do a
57		classroom observation and then I do an assessment here. My assessment is mostly
58		academic. It's not a formal assessment. I cannot, I do not go beyond that. Yes of
59		course we can make out certain things. And certain things do come out. But
60		when I'm in doubt I always tell the parents to get another assessment. Mostly
61		they refuse. Many of them tell me they're quite happy with what I do, which
62		doesn't help me any. I would rather have a professional assessment from outside.
63		It helps me much more than my own in terms of scores and stuff. But if they're
64		happy, we're going to be in this space of trying not to antagonize parents for the
65		longest time so we cater to their needs and we do what the children need. If
66		parents agree to support, based on either my assessment or one that is external,
67		we take the child into the program.
68	A:	Okay.

69	B:	We check to make sure the children we are identifying have the same problem in
70		both Arabic as well as English, so that we don't make the mistake of taking in
71		children who have ESL problems We don't deal with ESL at this centre.

| 72 | A: | So is there a separate unit for ESL? |

| 73 | B: | It was in place, but is not functioning at the moment. |

| 74 | A: | What is the procedure that is followed to inform parents that their child needs |
| 75 | | learning support? |

76	B:	The director or I make a call to the parents to let them know about the assessment
77		outcome and need for learning support, depending on who has the time to. So,
78		many times the parents say "no". In such cases, we get them to sign a paper
79		saying that 'we have informed you but you chose not to', I mean to that effect.

| 80 | A: | So do they say no to the services? |

| 81 | B: | Yes. They say no to the services. |

| 82 | A: | Why do you think they refuse? |

83	B:	Well, I think it comes mostly out of ignorance? Because it is the school that is
84		telling them. If someone outside told them they would take more notice of the
85		fact, I believe.

| 86 | A: | How does the school handle such refusal? |

87	B:	Well, the school is quite willing to try to press the issue with the parents by
88		reasoning with them and the principals do this. Ultimately though, it is not
89		possible to push the child out of school or detain the child in the grade level, and
90		so it isn't really an easily solved problem. We find that parents, if they do get a
91		professional assessment done, come back with the report saying the report says
92		the child is 'mainstreamable'.

| 93 | A: | That there's nothing wrong, or rather no need for learning support? |

94	B:	That there's nothing wrong. They say to us that there is a report stating the child
95		can be mainstreamed, so why are you fussing? See, mainstreaming itself here in
96		this context- we don't have the resources to deal with it like they do in the West.
97		We don't have occupational therapy, we don't have physiotherapists, we don't
98		have speech language- we don't have any of these things. It's mostly only special
99		education teachers and we cannot deal with all the multitude of problems, and so
100		when they say mainstreamable they mean everything together. We cannot offer
101		this and when we tell the parents this, they say that the report says
102		mainstreamable so there's no issue. This is my issue with mainstreaming here.

| 103 | A: | So what happens then? |

| 104 | B: | Because we can't just send the child out- so, the thing is, when the parent ignores |
| 105 | | it, the school also tends to put it aside. |

| 106 | A: | So would you say there's a problem with accountability? |

| 107 | B: | There's no accountability. We can only take it this far and then it's easier to |
| 108 | | ignore the problem but the system suffers in the end. |

| 109 | A: | How about parents who do come on board with what the school advises? |

110	B:	Yes, there are parents who are really concerned and they will have the child stay
111		back a year if necessary and do whatever it takes to help their child. They will
112		take them to the different therapy appointments, give the necessary support at
113		home and basically go all out. With all this support, the results are there to see.
114		The child copes so much better.
115	A:	Does the school admit children with known special educational needs into the
116		system?
117	B:	If they feel it's something that we can handle. It depends on us really. We can say
118		'yes' and we can say 'no'.
119	A:	Are you involved in that admission process?
120	B:	Yes. If we know that they have a problem right from the start.
121	A:	Then you come in?
122	B:	Mostly parents tend to not be up front about it. But yes, I do come in, when it's a
		known case.
123	A:	And then you do an assessment?
124	B:	We do an assessment, yes.
125	A:	And so you would recommend taking the child in if it's something you can
126		handle at the learning support unit?
127	B:	Yes. We do. We are open to that. Right now the school is really open to it, as
128		they would like to extend the range we support.
129	A:	As in?
130	B:	They are planning to start something in KG with about 3 or 4 special education
131		teachers. But getting them is the problem. They are beginning to understand the
132		importance of early intervention programs, and are keen to get this underway, but
133		staffing is an issue. Even beyond KG, we could really use additional staff as the
134		needs are present and we can't handle all of it with the current situation.
135	A:	Okay. How many children do you have on file accessing learning support?
136	B:	I have 15 right now on file for learning support.
137	A:	And the curriculum followed is American?
139	B:	Yes, that's right.
140	A:	I understand this school is mono-cultural? Is your student population uniform in
141		ethnicity?
142	B:	Mostly Arab in origin- so Arabic speakers. We have a few other nationalities, but
143		very, very few.
144	A:	I've taken a look at the IEP format you're following here at the school. Is that
145		something you have devised on your own or is it a specific format that you are
146		following?
147	B:	Well, I adapted a format I had come across earlier, changing it to suit our needs
148		here at the school.
149	A:	So is the IEP a working document that you use regularly through the term or is it

150		something you write once a term and look at it at the end of the term for
151		evaluation of how the program is going?
152	B:	Yes, I use it regularly.

153	A:	Are you the main person who formulates the IEP or do you also have additional
154		input from other staff or parents?
155	B:	No, I am the only person who puts together the IEP. We do not hold parent IEP
156		meetings, Most of the parents we have wouldn't know what the IEP is for, and
157		would not be able to contribute towards its formulation. As it is, this entire
158		concept of learning support is very new to them. So all this would make it even
159		more complicated. We do have a meeting to inform them that we will be working
160		on these specific areas. A few, who are a bit more aware of things, will tell us if
161		there is something they are concerned about. It is not in a formal way though.
162	A:	So you brief them on the IEP, informing them of the plan?
163	B:	Yes. They're input is very limited.
164	A:	Do you have IEP review meetings?
165	B:	No, we've never had IEP review meetings.
166	A:	So these initial meetings telling parents about the goals you'll be working on for
		a particular IEP happens how often?
167	B:	Every year.
168	A:	So the review of the IEP is done by you- on a term-wise basis or-?
169	B:	A yearly basis. It's annual goals in the IEP.
170	A:	How do you schedule provision? On what basis?
171	B:	Umm, depends on the problem of the child, severity of the problem. The school
172		would not like us to take them out of a Math lesson. We don't take P.E., we don't
173		take computers, we don't take Art, because these are all graded and they have
174		only one or two periods a week to cover what they have to in those subjects. So,
175		if we take a child out, we take them out thrice a week. One Arabic period, one
176		English period and one Science or Math depending on what the teacher tells us.
177	A:	What is the duration of the sessions?
178	B:	Fifty minutes, which we usually divide between the two of us. Sometimes one of
179		us may just take the entire 50-period. But it's supposed to work like this, 25 with
180		the other learning support teacher, 25 with me.
181	A:	Is there a fee that is charged for learning support?
182	B:	No- not as of now. We are looking at it, though. What is often the case is that
183		parents see learning support as some kind of extra class, not something they
184		particularly need to be concerned with. At the moment, we are operating on the
185		basis of doing the most we can for the child within the existing limitations.
184	A:	So do you feel a whole-school kind of connection to SEN is missing at the
185		moment?
186	B:	Yes, it is. Parents are not as aware as they ought to be. Yes. We tell them. We

187		give them reports in writing- we do send out follow up reports, we do give them
188		feedback forms and all kinds of stuff. Often it doesn't come back. Sometimes,
189		tutors or nannies sign it. On occasion, I have had nannies sent to me in place of
190		parents. In many cases, parents just don't turn up at all. Some parents, in these
191		two years, I've seen them once, during that initial phase. Since then they haven't
192		come at all.
193	A:	Even if you call and schedule an appointment?
194	B:	Even then. We send the forms for the meeting, and then we follow it up with a
195		call.
196	A:	At this point, I'd just like to clarify my understanding of the intake process for
197		learning support?
198	B:	Well, after the assessment I conduct, I inform the principal of the section
199		concerned, the parents and the class teacher if the child requires learning support.
200	A:	Okay, as for the assessment conducted by you to identify the need for learning
201		support- is there a particular format that you follow, is it a very formal
202		assessment?
203	B:	It is an informal assessment that I use.
204	A:	Do you use any specific format for this?
205	B.	Well, it's mainly an academic assessment- I look at how they are reading,
206		writing, comprehending. I also check on their Math skills. I check for motor
207		difficulties as well. Along with this, for the younger children, I do look out for
208		social skill difficulties as well and behaviour issues.
209	A:	Are there specific accommodations and provisions for the children with SEN? In
210		terms of both classroom as well as assessment provisions?
211	B:	Grades 1, 2and 3 don't have exams. They just have assessments
212		on a monthly basis. For the others, they come here to the centre to do their
213		assessments. We give them extra time and we read the paper out to them.
214	A:	What happens to a child who finishes with Grade 6 and consequently learning
215		support as well?
216	B:	There's absolutely no support beyond Grade 6.
217	A:	And do you find that most of the children with SEN will go on to the higher
218		classes and complete schooling?
219	B:	Yes they will go through- at least, at the moment they do- but then this centre for
220		learning support is only two years old.
221	A:	Coming back to your learning support program, do you deal with the lessons
222		being taught in the classroom at all or is learning support work separate from
223		that?
224	B:	No I don't. I don't deal with classroom work at all. It's skills based. Sometimes,
225		some teachers come and say, they can't get through in a specific area at all,
226		asking me to see to it. So I do, at that point, I do.
227	A:	So would that be on a more informal basis or do you have a set planning time to
228		do that with the teacher?

229	B:	No, it's an informal request.
230	A:	I'd like to move on to the withdrawal of learning support- what would be the
231		criteria for you to decide to withdraw learning support for a student?
232	B:	Well, basically, once a child has met all the goals laid out in the IEP.
233	A:	Are there procedures that you have to follow when you decide to withdraw
234		support?
235	B:	Yes, I inform the head of the section concerned, and then I call the parents and let
236		them know about it and that the child is functioning as required. We do obtain the
237		parent's signature to keep on file, stating they have been informed of the
238		withdrawal of support.
239	A:	Is the meeting of IEP goals your only criteria for withdrawal of support?
240	B	That's the only criteria, yes. Or they finish here with Grade 6 and so move on.
241	A:	What are the qualifications and the experience of the learning support teachers
242		who work within the department? What would you look for in getting the right
243		staff in?
244	B:	We look for a qualification in SEN, like a diploma and about 4 to 5 years
245		experience in the field.
246	A:	And you mentioned earlier that finding the right staff is particularly difficult?
247	B:	Yes- extremely. The basic qualification is very difficult to find. We are planning
248		to expand, by adding on occupational therapy and speech therapy, as well as
		special educators. But who knows if we will find the people we need?
249	A:	Okay. What about a SEN Policy as such? Do you have an actual document in
250		place?
251	B:	None exists.
252	A:	Any plans to put one into place?
253	B:	Well, we're planning to base it on Ministry guidelines. We're waiting for them to
254		come out with that. When they do, we will draw one up based on what they say is
255		possible.
256	A:	Okay, what about professional development practices for SEN? Do you have a
257		planned schedule or is it just when something comes up?
258	B:	No, it's when something comes up. And when I tell management there is
259		something on.
260	A:	So it's flexible, based on what's currently available externally to staff of the
261		learning support department? There isn't any mandatory number of hours of
262		training that you need to complete?
263	B:	No, no set schedule.
264	A:	And what happens after you attend a PD program?
265	B:	I come back and I have my notes from the seminar or whatever that I've attended
266		and I come and let the head of the school know what it was about. I also make a
267		report about it and submit it to her.

268	A:	Are you allowed to go for whichever programs you come across or do you work
269		within a budget for that?
270	B:	I don't go for many. The few I have wanted to go for, the school has paid for. But
271		then many of these workshops come at very inconvenient times like when exams
272		are on here and just generally clashing with working hours? Then I don't feel
273		right asking for time off to do that. I've also gone for some on my own, though,
274		which I have paid for. But that's not because the school has refused or anything
275		like that. I do keep my requests to a bare minimum though as most of the stuff is
276		mine anyway. The school has not ever refused what I do ask for. I am not aware
277		if there is a budget for learning support as there has never been need to do so up
278		to now.
279	A:	And when it comes to staff in the school, how do professional development
280		practices with regard to SEN work for them? Do you run any programs for them
281		to improve their understanding of SEN?
282	B:	I am discouraged from doing it-. Unless the teachers have one of our students, I
283		do not interact with them that much. I have, on various occasions informed them
284		that KG teachers need training- if not specific practices, at the very least an
285		awareness of SEN. That is lacking greatly here. I am discouraged from doing this
286		though, as the common consensus here is they feel that I will be setting them up
287		for more problems with teachers who will subsequently have very little, or rather
288		half-baked, knowledge of what SEN is about. As a result, we will have to deal
289		with every little problem, vague as it may be, and that will overwhelm our centre,
290		with everyone being termed as special needs.
291	A:	Do you agree with that perspective?
292	B:	I do- but that doesn't mean we avoid giving the teachers information. They need
293		to know. It's up to us to filter. We can do that. At least the teachers will be in a
294		position to refer children to us. Right now what's happening is they don't know
295		what special needs are about, so then we get the children really late.
296	A:	And how do you get to know about the students with SEN now, in the current
297		situation?
298	B:	Now? They end up being referred to us really late. We get students coming to us
299		in Grade 1 who should have been referred in KG- so they've spent an entire year
300		with no help- and parents also, - they are told at the end of the school year, and
301		they don't receive it very well- understandably. What is happening is that the
302		teachers tend to view weak students as 'bad' students- even the ones with genuine
303		SEN.
304	A:	Okay. I'd like to know about the peer group role for children with SEN. Are their
305		peers supportive of them?
306	B:	It depends on the grade. The younger ones are very supportive. Grade 5 and
307		above, that's when they are separated into boys' classes and girls' classes. Grade
308		5 and above the boys more than the girls, are not very helpful. Within the LSU,
309		the kids are alright, but they often don't want to be seen here, as the other
310		students come and stand at the window, and say things, like, "Oh! He's really
311		dumb, or daft, " and things like that. It's a peer thing- as in in a group they get

312		together and make it unpleasant. I don't know what happens after grade 6. It's the
313		boys' section where this is a problem- not the girls.
314	A:	So there is a bit of bullying in the older classes with the boys?
315	B:	Yes.
316	A:	Is the school doing anything in particular to tackle that problem?
317	B:	No. There isn't a whole school policy on behaviour. It's left to the individual
318		teacher to manage things that are going on.
319	A:	Do you ever have parents coming to you, concerned about their child being
320		targeted by classmates for teasing or heckling?
321	B:	At that age, the boys don't really talk about bullying, because then they get
322		targeted even more- you know how it is. The girls would, but boys don't.
323	A:	Okay. So what would you say of the home-school connection that exists when it
324		comes to the learning support program?
325	B:	We call the parents up every term, along with notes if any, telling them how
326		things are going here. It's just a synopsis really that we write out to them, but it
327		helps them to know what's going on here. Sometimes we have parents that do not
328		bother to make it to any meetings with us, despite repeated tries. Then the class
329		teacher has to give them an ultimatum saying if you don't make it to the meeting,
330		we will fail your child. Then we have a very reluctant set of parents coming in to
331		a meeting.
332	A:	But as partnership, working with them-
333	B:	No, as a partnership? I have very few parents ready to do that. Maybe four sets of
334		parents out of the whole lot? These parents will conscientiously work on what we
335		send home for the students to work on. The others- that's not the case. Then
336		where holidays are concerned, follow up at home is not as it needs to be. So
337		many of our students are back to square one when they return to us. This is an
338		ongoing problem.
339	A:	What are some of the factors that affect provision over here, as you see it?
340	B:	Let's start from the grass root level. From the teachers not understanding what
341		SEN is about. They think that we will wave a magic wand and everything should
342		go away. Unrealistic expectations, sometimes, because of lack of knowledge of
343		what this is all about and the nature of special needs. And they expect all these
344		kids to be able to do everything within the first two months of receiving support.
345		They should be 'mainstreamable', you know, no support and things like that.
346		That would be unrealistic if you ask me. That really hampers our work because
347		then every time, every now and then in between, the teachers come to us asking
348		us to handle curriculum-based work, which they need to cover in the classroom,
349		which really derails us from getting on with our goals for the child in learning
350		support. We end up completely losing track of an important set of goals we are
351		working on to give the child a chance at coping in class. Things like that. That is
352		a major problem. Then, as with any other mainstream school, I feel, because of
353		other activities coming in, we are never informed about these things in advance
354		and we cannot plan accordingly.

355	A:	So your scheduling suffers?

356	B:	Scheduling is a problem, yes. Also, there's a lack of accountability between staff
357		itself here. We operate on the basis of gaining parent approval, I feel, very often.
358		As long as the parents are happy, then things are okay.
359	A:	What are some of the other factors you believe affect provision for SEN at the
360		school?
361	B:	Well, expectations from parents as well.
362	A:	You mean they expect learning support to 'fix' the problem?
363	B:	Yes- like I will wave a magic wand and it will all be alright, and the problems
364		will go away.
365	A:	So they don't realize this is a life-long disability that doesn't go away?
366	B:	Yes. They don't understand that. I feel this is a problem that is only going to get
367		worse, as management is looking at charging a fee for this support from next
368		year. So with the added fee, you can imagine what the expectations will be.
369	A:	So a lack of awareness, right? What other factors do you see?
370	B:	The scheduling again- you can't take the kids out of sports or art, etc. All the
371		subjects are graded so you can't take them out of those.
372	A:	So you take them out during English and Math?
373	B:	Yes. Primarily one from English, one from Science and one from Arabic. That's
374		it. I don't touch Math, as a principle.
375	A:	Okay. Any other factors you'd like to add?
376	B:	Well, awareness is the foundational problem. I believe, right from management,
377		there needs to be a clearer understanding of what SEN actually means, what its
378		impact is, and that we need to cater to the child's needs, not any other needs. It's
379		easier to say, why bother. But if we understand, then things can get a move on. If
380		you don't recognize the child's problem, then what is the point? Teacher
381		frustration stems out of this lack of awareness as well.
382	A:	Does the level of parent involvement affect provision?
383	B:	Not really. What I mean to say is, unless the parents are aware of things, I'd
384		rather not have to deal with parental involvement.
385	A:	Do you have parent awareness programs for SEN?
386	B:	This is something I keep bringing up, but my hands are tied. I keep bringing this
387		up, but the school does not want to draw a lot of attention to this service as such.
388		They say we can give the service, but there is no need to highlight it.
389	A:	So what is the school's reason for having a learning support unit in place?
390	B:	To help the students with any form of difficulty in the school. Not to take on any
391		new students with difficulties, but to help the ones within the system that need
392		extra assistance.
393	A:	But again, would you say there is this overarching shadow upon provision at the
394		school that this something to be slightly ashamed of than utilize to bring about

395		greater awareness?
396	B:	Hmm- well, they look at it more as a form of extra coaching rather than as special
397		needs, I think? They look at it as tutoring- this I mean for the ones who don't
398		know. The ones on management who do know about SEN, that's not the case.
399	A:	Okay- about the reporting practices for children with SEN?
400	B:	Only what we send home every term from the learning support centre. Nothing
401		else.
402	A:	No special report card sections or anything?
403	B:	No- none.
404	A:	To end, may I ask you if you see the existing model of SEN provision to be a
405		good fit for the school and its students?
406	B:	Is it ever really? I mean, wherever you go, do you ever find the ideal fit?
407	A:	What would you see as a good model to improve the fit in this school?
408	B:	It would have to be a pull-out model, but probably if we had a bigger set-up with
409		more teachers, and that way probably have the more severe cases here for a
410		longer period of the day and integrate them into the mainstream, rather than the
411		other way around. The way it is now, there are children who are floundering in
412		the system the way it is now, not able to cope. I suppose that is segregating in a
413		way, but they would get the help they need as well as have access to the rest of
414		the lessons for a part of the time too. We need more in-class support, like
415		shadows and wrap-arounds. Plus, if we could have a full-fledged unit here, with
416		occupational therapy and speech therapy, etc. that would be really good.
417	A:	Okay. Thank you ever so much for all the time you've made to answer these
418		questions.
419	B:	You're welcome.

A.1. iii. INTERVIEW TRANSCRIPT

LEVEL 3b

SCHOOL A

A: Researcher

B: Classroom Teacher

Date of Interview: 09.05.07

1 2 3 4 5	A:	I'd like to find out how children with special educational needs are being supported in this school. Part of that means asking the classroom teacher how support is working and is it actually useful. So to start off, may I know which grade you teach and how many children you have in your classroom who access learning support services?
6 7 8	B:	I teach Grade 3 and I have three children- those are the most severe cases. The others I have are minor, and I'm not sure if they are due to an actual disability, or a lack of attention being given to them.
9 10 11	A:	So three who have been identified as having special educational needs that require learning support and have access to the learning support unit of the school?
12	B:	Yes, three going to the learning support teachers.
13	A:	So the others you would just support within the classroom?
14	B:	Yes.
15 16	A:	From these three that go for learning support, what would you say are their main difficulties?
17 18	B:	One with borderline mental retardation, one with severe comprehension problems, and the third one is dyslexia.
19 20	A:	Do you have behavioural trouble with any of these children or is it just the academic you would say is the main concern for you?
21 22 23 24	B:	I think with two of them, the first one is immature behaviour where kids keep picking on him and, you know, think it's a joke. And the third one, she does have behaviour difficulties, but I don't think it's related to the learning disability it's just the structure at home.
25 26	A:	The fact that the children are withdrawn from the classroom, do you find that is something that works for you or works against what's going on in the classroom?
27 28 29 30	B:	I think it's working for the benefit of the kids but I don't feel it's a big support in the classroom because what's covered is just working on the basic skills that the kids need more than helping with the curriculum that I teach. So in the classroom I have to give the support that I need to give to continue with classroom work.

31	A:	So do you consider learning support to be an additional help for the child
32		but separate to what's happening in the classroom?
33	B:	Oh, definitely.
34	A:	So learning support is separate from the curriculum?
35	B:	Yes, this is something extra.
36	A:	All right. From my interview with the learning support coordinator, I've
37		understood that they work on giving children skills to help them work in
38		the classroom. Do you feel the children are able to transfer those skills
39		easily into the work that's going on within the classroom?
40	B:	Yes, they are useful- especially with reading and computation and things
41		like this.
42	A:	So you do see progress in the children receiving learning support?
43	B:	Yes- there is progress.
44	A:	But at the same time when it comes down to the actual specifics of the
45		lesson, it's only what you can give?
46	B:	Yes, exactly.
47	A:	Do you have any teacher aides helping you?
48	B:	No.
49	A:	So you're on your own. And how big is your class?
50	B:	I have 17 kids now.
51	A:	17 children? And is that the maximum class size?
52	B:	No, the maximum is 20.
53	A:	What are the areas where you feel support can be improved in relation to
54		the child with special educational needs' performance in the classroom
55		within this school?
56	B:	I think behaviour therapy or social development programs, because we
57		don't have that. Teaching social skills that are needed to survive in the
58		real world. Making friends and you know, things like that.
59	A:	And what about within the classroom? Would you welcome support- be it
60		in the form of a teacher aide or the learning support teacher herself? O do
61		you feel you are able to manage well?
62	B:	I feel okay. I don't feel that I need the extra support because sometimes
63		it's distracting for the other students and it's drawing attention to those
64		specific students, which makes it harder for them to function socially.
65		Because they are being picked on, especially the first one, they know he's
66		socially below so they keep picking on him.
67	A:	So at this time, an extra adult in the classroom would make things a bit
68		worse instead?
69	B:	I think so. With the setting that we have here, yes.

70	A:	So then, since you're the one responsible for what's going on within that classroom, how far do you feel you are able to differentiate a lesson for a child who's having special needs?
71		
72		
73	B:	I try to incorporate a lot of ESL methods, like modeling. For all the kids. Our kids are not proficient in English anyway. And as I explain the lesson, I have to go specifically to those kids and work one on one with them. As everybody starts their work, explain the concept again, go over what they're doing, model it for them. Make sure that they show me that they got it, and then move on.
74		
75		
76		
77		
78	A:	Okay. Do you differentiate, or alter your planning and outcomes for the child with SEN?
79		
80	B:	No, I'm not lowering the standard. It's the same standard. But my goal is to get them to the level with the other kids. I understand that a lot of them are not going to get to that level, but still I have to have high standards for them so that they can also have high standards for themselves.
81		
82		
83		
84	A:	How do you find the scheduling of learning support sessions works, for you as the classroom teacher?
85		
86	B:	I'm all for it. I know some teachers don't like it. They say like it's taking away some of their time but I feel that the skills that they learn here are skills that should be addressed and even if they miss regular work it's better to work on their basic skills that are more needed than just have them sit in class and not function well.
87		
88		
89		
90		
91	A:	How do you find it when they come back to class and they've missed a lesson? Are you able to get the time for them to catch up?
92		
93	B:	Yes. We keep repeating everything anyway. The concept that they missed, they can catch up with. It's no problem.
94		
95	A:	I'd like to know about peer interaction in the classroom. You were saying that the first child who you mentioned with the mild intellectual impairment, that child would be picked on by his classmates?
96		
97		
98	B:	Yes. I think it's more apparent this year because in the third grade, the kids are more aware of these things and they know that he is not like them. He is different. So they keep- especially at the beginning of the year- they try to tell him "go hit that person," you know, things that are not appropriate and not acceptable. And he would do it. I don't know why, but he would go along with it.
99		
100		
101		
102		
103	A:	How do you deal with situations like that?
104	B:	I've learned that the only way I can deal with this is by teaching the child how to deal with the situation. So when he comes back I say "Okay, let's talk about this. Why did this happen?" And he goes, "She told me to do it". And I say "Okay, and why did you decide to do it?" Of course then he'll say "I don't know". And I keep teaching him "If you don't feel comfortable doing something, just say 'no'". And in some situations he has been saying "no". Like in the beginning they used to take his food. And now he's more aware of, you know, saying "No. This is my lunch.
105		
106		
107		
108		
109		
110		
111		

112		I'm not going to give it away." You know, simple things, just like that.
113		Also, dealing with the other kids, I've punished many of them obviously,
114		for bullying him. But at the same time I'm very concerned because I feel
115		that, like I said, he is lacking the social skills that would help him, in the
		future, to deal with any situation. I'm not going to be with him. His mum
		is not going to be with him.
116	A:	Is there any kind of physical violence, like if he doesn't give them his
117		lunch? Would they shove him or push him or anything like that?
118	B:	No.
119	A:	It's just verbal kind of taunting more than anything?
120	B:	Yeah. Exactly.
121	A:	And how about on the playground when they're playing together? Is he
122		included in the games?
123	B:	No, he doesn't want to be included anyway. He's always just watching,
124		observing from far away. And if they come and approach him it's usually
125		when they feel that they want to bully him.
126	A:	What about the other two children, are they part of the games that go on?
127	B:	Yes. The second one with the comprehension problem, she joins in more
128		now than in the beginning of the year. The third one is well able to state
129		what she sees as the problem. Sometimes she will make the problem
130		herself and then come and complain, "Oh, they're not my friends". I say,
131		"Well, there's a price to pay for not being nice to people".
132	A:	And what about when they're learning within the classroom? Is it possible
133		for you to get other children to help the children who may do better with
		assistance?
134	B:	I do try that. We do buddy working and fast workers go and help others.
135		But a lot of the time I feel like they just want to copy the answers. And I
136		tell the student teachers to go and help and explain rather than give the
137		answer. But because of the comprehension problem they're like, you
138		know, just give me the answer. So it doesn't work all the time.
139	A:	And this would be something that's specific to your classroom or do you
140		think all the teachers would use the buddy system at some point or the
		other?
141	B:	I think that my class is a special case, a special classroom. I have a lot of
142		kids who are academically below level. So I've been using a lot of the
143		methods that I've tried in my previous teaching years and that I've
144		learned through my Masters program. I'm not sure about the other
145		teachers. I don't think they have the difficulties that I have.
146	A:	What is the parent involvement level like for children with SEN in your
147		classroom?
148	B:	I find a particular set of parents to approach the problem in a careless
149		manner- not particularly concerned, often saying, 'it doesn't matter', like
150		to things like homework. The other two sets of parents are very involved.

151		I meet with them often and talk to them on the phone as well.
152 153	A:	Generally, on the whole, this system works for you? The pull out model of taking the children out, that's fine with you?
154	B:	Yes. That's fine with me.
155	A:	And you don't feel the need to have additional support within the classroom?
156	B:	No.
157 158	A:	The class size, do you feel it's appropriate for you? As far as having to deal with children who have special needs?
159	B:	Yes, it is.
160	A:	Okay. I think that's it. Thank you very much.
161	B:	Okay, no problem. Good luck.

A.2.i. OBSERVATIONAL ACCOUNT
LEARNING SUPPORT SESSION

Grade: 3

Day: Monday

Date: 14.05.07

Time: 9.00 a.m. – 9.45 a.m.

Subject: Literacy- Writing

Type of Session: Individual Session

Lesson Plan: Using a grid to organize writing elements

Key: LST = Learning Support Teacher
                     S= Student with SEN
                     O = Observer

Lesson Observation:

9.00 a.m.   LST calls the student's class through the intercom, asking for S to sent up to the LSU.

9.05 a.m.   S arrives by stays outside, and can be heard by the LST to be shuffling his feet. LST walks to the door and asks S to come in.
                     LST asks S to go fetch his book from the file rack.
                     S takes a few minutes to locate his book.
                     S comes back to the table and sits.
                     LST introduces O to S, saying O will be watching the session today. S nods.

9.10 a.m.   LST says," Okay, S, our goal today is to write a paragraph on a favorite sport. Before we do that, tell me what you remember from our last class on writing."
                     S looks down.
                     LST says, "Come, I'll help you. What are some other things you've written?"
                     S answers, "In class."

	LST says, "Yes, in class but what did you write about?"
	S looks at LST blankly, and LST adds, " Like about the weekend? Or maybe something you like to eat?"
	S nods.
	LST says, "Okay, today, let's talk about what we do in P.E. class."
	S says, "Basketball."
	LST says, "Good! Let's talk more about basketball then. What do you do in basketball?"
9.15 a.m.	S sits up straighter and answers, " We play."
	LST says, "Okay. Here's what I want you to do." LST takes out a sheet of blank paper and folds it into half and then half again. She opens it out and then says, "We will use this sheet of paper to make a grid. See the four parts we have by folding the paper? Now, we will draw a line here, and another line across that to see our four parts clearly. We're going to use this to categorize our information for writing."
	S watches LST make the necessary lines and preparation to begin using the 'grid'.
9.20 a.m.	LST asks S," What is important when you play basketball with friends?"
	S answers, "Making baskets."
	LST asks, Yes. What else is important?"
	S replies, "The ball."
	LST says, "The ball. Okay. Can you think of anything else you'd like to add about what's important in basketball?"
	S says, "Being a good dribbler."
	LST responds, "Yes- okay. It's important to dribble well so you can make baskets, right?"
	S nods.
9.25 a.m.	S asks LST, "Is it time for my break? Can I go for my walk?"
	LST looks at her watch and says, "Yes, okay- have your break. Five minutes. Go."
	S gets up and leaves the room.
	LST informs O that she does not accompany S but instead

watches him from her window as he takes a walk close to the LSU. She gives him five minutes and goes to the door and calls him back in.

9. 30 a.m. LST says, "Right- let's get back to what we need to do. Now let's try and decide what are four important categories that we can make to put information into? We can then use this information to write our paragraph. You mentioned the ball. So what can we say that would be? Equipment?"

S nods.

LST writes 'Equipment' across the top of one section of the paper. She pushes the paper across to S and asks him to fill in ball under it.

S picks up his pencil and writes the word 'ball' under the heading 'Equipment'.

LST says, "Good, S. Now, let's think of another category. Why did you say 'dribbling'? Is that something that you have to do or can you just run across the court holding the ball?"

S answers, "No- dribble- you must. Can't run with ball."

LST says, "Okay, so because you must dribble and you are not allowed to run without doing that, we can call that a rule for the game. Which gives us another category on information about basketball. We have rules. So let me write that down here."

LST writes the word 'Rules' at the top of the second section of the sheet. She pushes the paper towards S, saying, "So what will you write under this?"

S looks at LST.

LST prompts S, saying, "What is the rule? What must you do to play basketball? You are only allowed to-?"

S hesitates, and then says, "Dribble."

LST says, "That's right. Dribble. Now write that word here. I'll spell it for you- d-r-i-b-b-l-e." S writes the word as LST spells it.

S looks at LST and says, "Where's that other boy I see? That boy who sits with you?"

	LST says, "He's in his classroom."
	S says, "Why is he not here? "
	LST explains, "Because he needs to be in class now. He's not in your class. He comes to me when it is his turn to come to me. Now leave that- let's get on with what we are supposed to do."
9.35 a.m.	LST and S move on to the other categories of 'Where to Play' and "What to Wear'.
	LST writes the headings on the sheet for S and then instructs him to fill in as many words as he can think of under each category, not sentences.
	LST asks S to repeat her instructions. He looks at her and says, "Write words."
	LST says, "Yes- words, not sentences, okay?"
	S nods and begins to write.
9.40 a.m.	S writes under the 'Rules' section: "There are rules."
	LST stops S, and says, "S, what were the instructions for this task? What are you to write under each heading? Words or sentences?"
	S looks at LST, not giving a reply. He looks down at his paper. LST says, "Words, remember?"
	S nods.
	LST says, "Come on- rub that out and try again."
	S picks up an eraser and starts to rub out what he's written. He then starts to rub out the other words on the paper as well.
	LST stops him, saying, "S- now look at me. I asked you to rub out only this sentence here- not the words in the other spaces, okay? Don't rub anything else out."
	S says to LST, "Swimming- I go swimming now. Time now? I go, Miss?"
	LST says, "No, it's not the next period yet. It will be in a few minutes so let's finish this."
	S says, "I go swimming."
	LST says, "Yes, you are going to go swimming, but first you need to listen and do what I'm asking you to."

S smiles at LST, saying, "No, Miss. Swimming, Miss."

LST shakes her head, saying, "Okay- let's stop. Oh, there's the bell. Okay. Off you go. Go swimming. Have fun, S! We'll get back to this in the next session."

S leaves the room.

A.2.ii. SCHOOL A- LSU LAYOUT

Manipulatives

Easel

Window

Filing Cabinet

Bookshelf

Storage

Teacher Desk

Teacher Desk

Whiteboard

Book Trolley

Resources
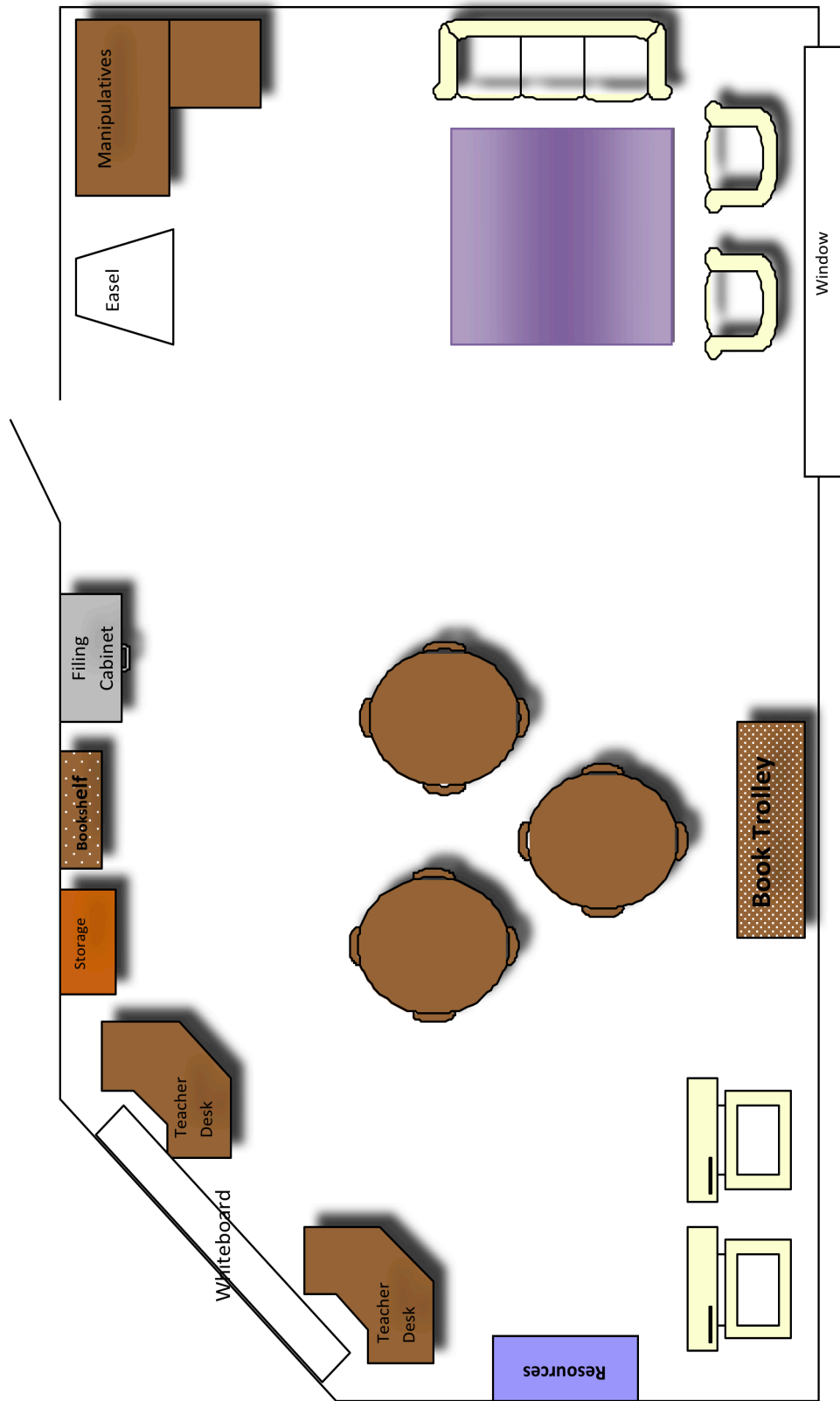
A.2.iii. OBSERVATIONAL ACCOUNT
CLASSROOM SESSION

Grade: 1

Day: Wednesday

Date: 09.05.07

Time: 1:00 p.m.- 1:45 p.m.

Subject: Literacy

Type of Instruction: Direct Instruction

Lesson Plan: Story writing

Key: T = Teacher

                           S1 = Student with SEN 1 (Boy)

                           S2 = Student with SEN 2 (Girl)

                           S3 = Student with SEN 3 (Boy)

                           CM1 = Classmate 1 (Girl)

                           CM2 = Classmate 2 (Boy)

                           CM3 = Classmate 3 (Girl)

                           O = Observer

Lesson Observation:

1:00 p.m.   T introduces O to class saying O has come to see a nice classroom and indicates where O will be seated through the course of the lesson.

On the blackboard, T has put up the following:

> - Write a story about the picture
> - Be creative
> - Complete (meaningful) sentences
> - Words in the right order
> - Begin with a capital letter
> - Put an end mark   . ? !
> - Space between your words
> - Mind your spelling/ handwriting
> - Clean and neat

1:05 p.m.	T starts by saying, "Now, look at the board. We are writing a story today. I want you to do this, " and she proceeds to run through the list with the class.
	Then T asks students to repeat each instruction after T as she reads them out from the board.
	Students do so from where they are seated at their tables of four students each.
	S1 twirls his pencil, talking to himself and looking around.
	S2 is quiet, not calling out with her other classmates as they follow along with T reading from the board.
	S3 stares at O.
1:10 p.m.	S1 moves behind CM1, while staying seated, and rests his head on her. He plays with CM1's hair and then puts his head in the crook of CM1's arm.
	S1 sits up and grabs a pencil case from the table. He laughs and then looks at O repeatedly.
	T tells class that they are to follow these rules when writing their story.
1:15 p.m.	T picks up a telephone to complain to the superintendent about the air conditioning not working.
	S2 rocks in her chair while T is on the phone.
1:20 p.m.	Students call out to T, saying S3 said something.
	T responds, saying, "Did he really?"
	Students say together, "Yes! He did!"
	One student adds, "See- he said 'no' like this (shakes his head)."
	S1 looks at everyone, stands up and then sits down again.
	T says, "Oh really? We're all waiting to hear his beautiful voice as he doesn't say anything."
	Students chime in, "Yeah!"
1:25 p.m.	T hands out worksheet on which students must do the task of story writing.
	Students take a worksheet each as the T hands them out.
	T reminds them of what they need to do as she hands these worksheets out.

T tells them that they are fantastic and do good work.

T corrects CM2, who isn't listening to her and is trying to talk to another student, saying, "You don't want to go to Miss A's class do you?"

CM2 says, "No," and takes his worksheet quietly and settles down to work.

1:30 p.m.	S1 picks up his pencil and holds it out, closing one eye, and tracking T with the pencil, as she walks through the classroom.

S3 starts writing, focused on the task at hand.

S1 starts sharpening his pencil.

S2 looks around at her classmates, not speaking or making any move to start with the given task.

S1 starts to write.

Students are relatively quiet and noise levels are minimal.

S2 continues to sit and look around.

T moves from table, prompting individual students on their work and what they should write.

S2 bends over her paper and starts to write.

S3 is task-focused and moving along with his writing.

1:35 p.m.	T goes over to S3 and asks him what he's writing about. He doesn't reply, but instead keeps writing. T helps S3 with a word and then says she can't read another word and he needs to correct it.

S2 is helped by her other classmates at her table. They erase words for her, telling her what to write.

S1 sits at his table, not working on anything and looking around.

A few students ask T about the air conditioning.

T replies, "You heard me speaking to Mr. B. Now we just have to wait and see."

1:40 p.m.	S1 continues to sit, doing nothing. He begins to put things into his pencil case.

S3 is colouring a picture he has drawn on the worksheet.

T moves to S2 and starts to help her with her work.

T straightens back up and asks the class to hand in their worksheets to her.

T asks S3 to give his pencils to CM3. He appears to not be listening.

T calls out, "S3, give your pencils to CM3." S3 looks up and does as asked.

T asks another student to collect the worksheets.

S2 refuses to hand over her worksheet.

T goes over to S2 and tells her, "I will give this back to you later. Now please give it to me." S2 doesn't comply.

T says, "Come, S2, give me the worksheet."

S2 does not hand it over.

T asks, again, "Please give me the worksheet."

S2 gives her the worksheet.

T takes it and moves away.

S2 stands up and rocks back and forth and then sits down again.

T asks class to line up for P.E.

Class lines up and leaves the room.

A.2.iv. SCHOOL A - CLASSROOM LAYOUT

Resource Shelf

Cupboard

Filing Cabinet

Whiteboard

S3

S1

Bulletin Board

S2

Teacher Desk

Book Corner

Book Shelf

Word Wall
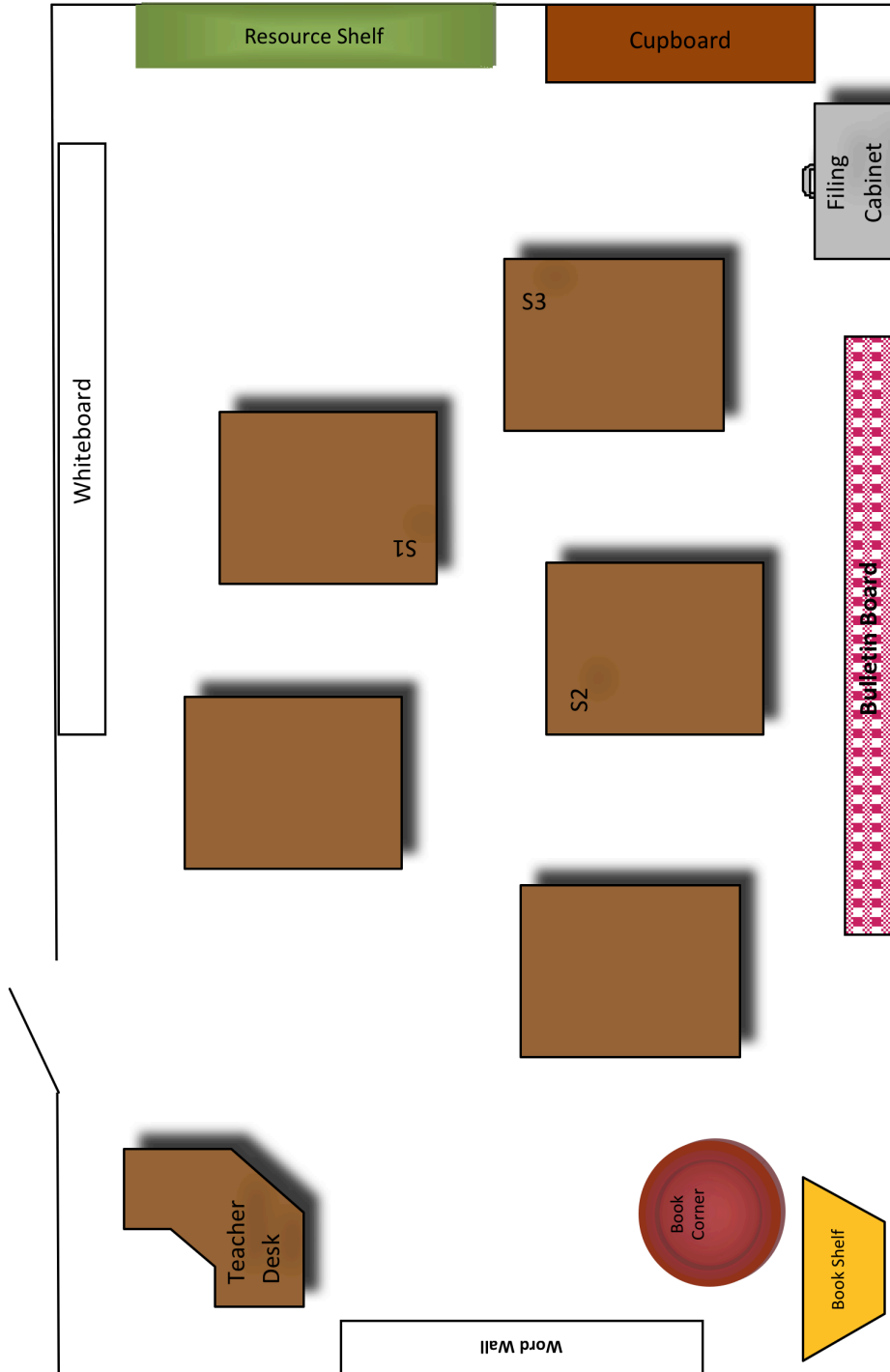
A.3.i. INITIAL REFERRAL FORM FOR LS ASSESSMENT

I. **General Information:**

- Childs name: _____
- Date of Birth: _____
- Age: _____
- I.D No: _____
- Name of the School: _____
- Grade: _____
- School Contact Person: _____
- Phone: _____
- Family Primary Language: _____
- Parent/Guardian Name: _____
- Tel No: _____ Cell: _____
- E-mail: _____
- Address: _____
_____

II. Student Information:

(a) Disability (Check all that apply)

- Speech/Language ☐
- Cognitive Disability ☐
- Traumatic Brain Injury ☐
- Emotional/Behavioral Disability ☐
- Orthopedic Impairment ☐
- Significant Developmental Delay ☐
- Other Health Impairment ☐
- Autism ☐
- Specific Learning Disability ☐
- Hearing Impairment ☐
- Vision Impairment ☐

(b) Current Age Group:

- Birth to three ☐

- Early Childhood ☐

- Elementary ☐

- Middle School ☐

- Secondary ☐

(c) Classroom Setting:

Regular Education Classroom ☐
Resource Room ☐
Self-Contained ☐
Other ☐

(d) Current Service Providers:

Occupational Therapy ☐
Physical Therapy ☐
Speech Language ☐
Other(s) _____

(e) Medical Information (Check all that apply)

History of seizures ☐
Fatigues easily ☐
Has frequent pain ☐
Have frequent respiratory infections ☐
Have frequent ear infections ☐
Have multiple health problems ☐
Have digestive problems ☐
Have allergies to: _____
Currently taking medication for _____
Others Describe briefly_____

(f) Current Fine Motor Abilities: (Does the student have uncontrolled, involuntary, abnormal reflexes or difficulty in the movement of the following)

- Left hand ( )
- Left arm ( )
- Left leg ( )
- Left foot ( )
- Finger (s) ( )
- Right hand ( )
- Right arm ( )
- Right leg ( )
- Right foot ( )
- Eyebrows ( )
- Eye (s) ( )
- Head ( )
- Mouth ( )
- Tongue ( )
- Other: _____

Remarks/Summary:

_____
_____
_____
_____

III **Writing:**

(a) Current writing Ability (check all that apply)
- Holds pencil, but does not write( )
- Scribbles with a few recognizable letters( )
- Copies from book( )
- Writes cursive ( )
- Writing is limited due to fatigue( )
- Writing is slow and arduous( )
- Pretend writes ( )
- Uses regular pencil( )
- Copies simple shapes ( )
- Copies from board (far point) ( )
- Writes 1" lines ( )
- Writes on narrow lines ( )
- Uses space correctly ( )
- Sizes writing to fit spaces ( )
- Writes independently and legibly ( )

(b) Computer use (check all that apply)
- Has never used a computer ( )
- Uses computer for games( )
- Uses computer at school( )
- Uses computer's spell checker( )
- Uses computer at home ( )
- Uses computer for word processing ( )
- Uses computer for a variety of purposes, such as
  _____
- Has potential to use computer but has not uses a computer because_____
  _____
  _____

(c) Computer Availability and use:
The student has access to the following computer (s)
- PC ( )
- Macintosh ( )
- Desktop ( )
- Laptop ( )
- Other_____

(d) **The student uses a computer:**

Rarely ( )　　frequently ( )　　Daily for one or more subjects or periods ( )
Every day, all day ( )

Composing Written Material:

(a) Typical of Student's Present Writing (Check all that apply)
- Short words ( )
- Short phrases ( )
- Complex phrases ( )
- Sentences ( )
- Paragraphs of 2-5 sentences ( )
- Longer Paragraphs ( )
- Multi-paragraph reports ( )
- Other_____

b) Difficulties Currently Experience by Student (Check all that apply)
- Answering questions ( )
- Getting started on a sentence or story ( )
- Adding information to a topic ( )
- Sequencing information( )
- Integrating information from two or more sources ( )
- Relating information to specific topics ( )
- Determining when to begin a new paragraph ( )
- Generating ideas ( )
- Working w/peers to generate ideas and information ( )
- Planning content ( )
- Using a variety of vocabulary ( )
- Summarizing information ( )
- Other_____

Summary of Students Abilities and Concerns Related to Writing :

_____
_____
_____
_____

IV Students Communication Information:

(a) Student's Present Means of Communication:

- Pointing ( )
- Sign language ( )
- Facial expression ( )
- Gestures ( )
- Eye-gaze/eye movement ( )
- 2-word utterances ( )
- 3-word utterances ( )
- Communication boar using pictures and words ( )
- Writing ( )
- Proper use of language ( )

(b)Current level of Receptive/ Expressive Language:

Age approximation_____
If formal tests used, name and scores

_____
_____
_____
_____
_____

(C) Communication Interaction skills:

- Turns toward speaker ( )
- Interacts with peers( )
- Aware of listener's attention ( )
- Initiates interaction( )
- Asks questions ( )
- Responds to communication interaction ( )
- Requests clarification from communication partner ( )
- Repairs communication breakdown( )
- Requires frequent verbal prompts( )
- Requires frequent physical prompts ( )
- Maintains communication exchange( )
- Terminates communication( )

160

(d) Pre-Reading and Reading Skills Related to Communication: (Yes/No)

- Object/picture recognition _____
- Symbol recognition _____
- Auditory discrimination of sounds_____
- Auditory discrimination of words, phrases _____
- Selecting initial letter of word_____
- Following simple directions _____
- Sight word recognition _____
- Putting two symbols or words together to express an idea _____

(e) Visual Abilities Related to Communication/Reading:

- Maintains fixation on stationary object ( )
- Scans line of symbols left to right ( )
- Visually recognizes People ( )
- Visually recognizes photographs ( )
- Looks to right and left without moving head ( )
- Visually recognizes common objects ( )
- Visually recognizes symbols or pictures ( )
- Visually shifts horizontally ( )
- Reads own handwriting ( )
- Reads cursive ( )
- Reads someone else's writing ( )
- Recognizes line drawings ( )

Summary of Students Abilities and Concerns Related to Communication:

_____
_____
_____
_____
_____

V Reading:
(a) Students literacy skills: (Y/N)
- Shows an interest in books and stories with adult ___
- Shows and interest in looking at books independently___
- Associates pictures with spoken words when being read to ___
- Realizes text conveys meaning when being read to ___
- Recognizes connection between spoken words and specific text when being read to ___
- Pretend writes and "reads" when he or she has written, even if scribbles ____
- When asked to spell a word, gets first consonant correct, but not the rest of the word___
- When asked to spell a word, gets first and last sounds correct __
- Applies phonics rules when attempting to decode printed words ___
- Sound blends words ___
- Reads and understands words in context __
- Spells words using conventional spelling in situations other than memorized spelling tests__
- Reads and understands sentences___
- Composes sentences using nouns and verbs___
- Reads fluently with expression ___
- Reads and understands paragraphs ___
- Composes meaningful paragraphs using correct syntax and punctuation __

(b) Student's performance is improved by:
- Smaller amount of text on page ( )
- Enlarged print ( )
- Pre-teaching concepts ( )
- Reduced length of assignment ( )
- Color overlay (list color_____)
- Additional time ( )
- Spoken text to accompany print ( )
- Bold type for main ideas ( )

(c) Difficulty in decoding or comprehending the following:
- Worksheets_____
- Reading Textbook_____
- Subject Area Textbook _____
- Tests _____

Summary of Student's Abilities and Concerns Related to Reading:

_____
_____
_____
_____
_____

VI. Learning and Studying:

(a) Difficulties in learning new material or studying (check all that apply)

- Remembering assignments( )
- Remembering steps of tasks or assignments ( )
- Finding place in textbooks ( )
- Taking notes during lectures ( )
- Organizing information/notes ( )
- Organizing materials for a report or paper ( )
- Other _____

Summary of student's Abilities and Concerns in the area of learning and studying:

_____
_____
_____
_____

VII. Math:
(a) Difficulties student has with math (check all that apply)

- Legibly writing numerals ( )
- Understanding meaning of numbers ( )
- Understanding money concepts ( )
- Completing multiplication and division ( )
- Understanding units of measurement ( )
- Creating graphs and tables ( )
- Understanding fractions ( )
- Converting to mixed numbers ( )
- Solving story problems ( )
- Graphing ( )
- Understanding and use of trigonometry functions ( )
- Understanding math related language ( )
- Understanding place values ( )

- Completing simple addition and subtraction ( )
- Understanding tables and graphs ( )
- Understanding time concepts ( )
- Working with fractions ( )
- Understanding decimals/percents ( )
- Understanding geometry ( )
- Understanding the use of formulas ( )
- Checking work ( )
- Other:_____

Summary of Student's Abilities and Concerns Related to
Math_____
_____
_____
_____
_____

VIII. Recreation and Leisure:

(a) Difficulties Student Experiences Participating in Recreation and Leisure:

- Understanding cause and effect ( )
- Understanding turn taking ( )
- Handling/manipulating objects ( )
- Throwing/catching objects ( )
- Understanding rules ( )
- Waiting for his/her turn ( )
- Following simple directions ( )
- Following complex directions ( )
- Communicating with others ( )
- Hearing others ( )
- Seeing equipment or materials ( )
- Operating TV, VCR, etc ( )
- Operating computer ( )
- Other:_____

Summary of Student's Abilities and Concerns in the Area of Recreation and
Leisure:
_____
_____
_____
_____

164

IX. Behavior:

(a) Are there any behaviors (both positive and negative) that significantly impact the student's performance?_____

_____
_____
_____
_____

(b) Are there significant factors about the student's strengths, learning style, coping strategies or interests that the team should consider?

_____
_____
_____
_____

(c) Are there any other significant factors about the student that the team should consider?

_____
_____
_____
_____

(d) Does student fatigue easily or experience a change in performance at different times of the day?

_____
_____
_____
_____

Summary:

I.Q Scores:

EmotionaAssessment:

Vision: Normal

Hearing: Normal

Behavior:

Memory:

Auditory Perception:

Visual Perception:

Gross Motor:

Fine Motor:

Speech Assessment:

Laterality:

Fluency of first language:

Fluency in English:

Reading:

Writing:

Handwriting:

Math:

Spelling:

Signatures of the Person filling the format:

_____

_____

166

A.3.ii. LS ENTRY ASSESSMENT FORM

ABC Observation		
Student Name :	Observation Date :	
Observer :	Time :	
Activity :	Class Period :	
Antecedent	**Behavior**	**Consequence**

Screening Checklist

Name : _____

Grade : _____

Date of Birth : _____

<u>Language</u>

- **Oral Reading**

- **Reading Comprehension**

- **Spelling**

- **Written Expression**

- **Oral Expression**

- **Oral Comprehension**

<u>Math</u>

- **Concepts**

- **Facts**

- **Problem Solving**

<u>Motor Skills</u>

- **Fine Motor**

- **Gross Motor**

<u>Work Skills</u>

- Organisation

- Attention Span

- Social Skills

<u>Other</u>

<u>Summary</u>

Name of Teacher :

Date

A.3.iii. IEP SAMPLE

INDIVIDUAL EDUCATION PROGRAM (IEP)

Student Name:
DOB: Age: 9yr. 0mo.
Grade: 4
School Year: 2005-2006
County of Residence: UAE

1. **SPECIAL CONSIDERATIONS THE IEP TEAM MUST ADDRESS BEFORE DEVELOPING THE IEP**
   - **Is the student blind or visually impaired?**
     ☐ No
   - **Is the student deaf or hearing impaired?**
     ☐ No
   - **Does the student exhibit behaviors that impede his/her learning or that of others?**
     ☐ No
   - **Does the student have limited English proficiency?**
     ☐ No
   - **Does the student have communication needs?**
     ☐ No

2. **PRESENT LEVELS OF EDUCATIONAL PERFORMANCE**

   A.   SUMMARY OF PERFORMANCE IN THE CURRENT EDUCATIONAL PROGRAM:
   is an active student who participates in class discussions actively. He can understand concepts in Science and Math and his ability to converse in English is above those of his classmates. His difficulty lies in the areas of reading and writing. He is unable to read his curriculum based textbook and needs assistance from teacher to do so. He uses first letter sounds to read contextually. His comprehension remains unaffected by his difficulty in reading. He needs to learn to decode when reading. He can read sight words when given in isolation but has difficulty reading them in a sentence. He spells phonetically. He gets confused with vowel sounds and also digraphs and blends. He needs to learn rules of spelling as also silent letters, vowel teams and diphthongs. His difficulty in reading leads to dependence during exams and class work/homework since he needs someone to read to him. He makes errors of inversions and reversals when reading, writing and spelling. The grammatical structure of his sentences needs improvement. His handwriting is legible but not very neat or orderly. He makes spelling errors when writing. He uses inaccurate spacing between words and letter sizes vary from word to word.

   B.   THE STUDENT'S DISABILITY AFFECTS INVOLVEMENT AND PROGRESS IN GENERAL EDUCATION CURRICULUM IN THE FOLLOWING WAYS:
   is the last student in class who will get his books out and start any written activity

or reading activity. He 'appears' lethargic and disinterested to his teachers. He appears to them to be argumentative. His homework and class work are largely incomplete. They all contend, however that his level of intelligence is way above that of his peers.

1.SELECT A CURRICULAR AREA: Reading

STRENGTHS:
Knows letter sounds of individual letters. Makes up for lack of skill by using his vast vocabulary. Will try to read even when he knows that he finds it difficult. Is aware of his difficulty. Can read sight words in isolation.

NEEDS:
Needs to learn blends and digraphs of consonants as well as vowel teams. He will benefit from learning the rules of reading (e.g. when two vowels walk together, the first one does the talking..Etc). Has to improve fluency of reading and needs to learn to read more independently. He should be able to read keywords both in isolation and in a sentence.

GOAL 1: Will learn to read words with consonant blends and digraphs.

METHOD OF MEASURING PROGRESS: Teacher made list of words that are grade equivalent as well as the said words read in sentences.

GOAL 2: Rules for reading (cvc+e, vowel team that follows the rules for first letter doing the talking).

METHOD OF MEASURING PROGRESS: Words from curriculum based English textbook as well as word list prepared by teacher.

2. SELECT A CURRICULAR AREA: Spelling

STRENGTHS:
makes attempts to spell phonetically. He can spell list one words from the Dolch sight word list.

NEEDS:
He needs to learn to spell using spelling rules. He needs to spell words that have 'sh' and 'ch' blends in them. Sight word spelling has to improve.

GOAL 1: Spell words with 'ch', 'sh', cvc+e.

METHOD OF MEASURING PROGRESS: Teacher made word lists as well as words from curriculum based textbook for the blends and cvc+e words.

GOAL 2: Five lists from Dolch sight word list
METHOD OF MEASURING PROGRESS: Dolch list of sight words.

3. SELECT A CURRICULAR AREA: Writing

STRENGTHS:
He can verbally construct sentences that are grammatically correct and has content that is accurate as well. He is aware of punctuation and its usage though he makes no attempt to use them when he writes.

NEEDS:
Has to use appropriate punctuation when writing sentences. He has to use capital letters and full stops in appropriate places. He has to learn to put words in a proper order to make more meaningful sentences. He has to space his words adequately in sentences.

GOAL 1: Will write dictated sentences from the text using appropriate punctuation (capital letters and full stops).

METHOD OF MEASURING PROGRESS: Use of teacher made worksheets as well as from his portfolio of work done.

GOAL 2: Will copy sentences from text book using appropriate spacing between words and accurate spelling.

METHOD OF MEASURING PROGRESS: Passages from the textbook.

SPECIAL EDUCATION, RELATED SERVICES, AND SUPPLEMENTARY AIDS AND SERVICES:

A. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION:
(Specially designed instruction may be listed with the goals .)
            will be given written work that he is currently capable of completing. He will be given extra time to complete his assignments and exams. He is an auditory learner and learns better when matter is presented to him in an auditory format. More visual skills will be developed in order for him to be able to process visual stimuli more rapidly.

B. SUPPORTS:
He is currently attending the brain gym activities.

DATES:
A. PROJECTED DATE WHEN SERVICES AND PROGRAMS WILL BEGIN:
December 2005

B. ANTICIPATED DURATION OF SERVICES AND PROGRAMS (DATE): May 2006

C. IEP REVIEW / REVISION DATE(S):
(Document the dates of any reviews/revisions of this IEP)
May 2006

PROGRESS REPORTING:
D. HOW SCHOOL WILL REPORT PROGRESS TOWARD THE ANNUAL GOALS:
School will report progress to parents through parent meetings held every term (three months).
Progress will be gauged by portfolio reports and other performance assessments used by teacher
and from reports given by class teacher and parents.

EXIT CRITERIA:
These are the criteria that will be used to determine when a student is no longer in need of special education services.
When student is able to independently function in his class.

A.3.iv. ACCOMMODATIONS & MODIFICATIONS FORM

Summary of Performance (Complete all that are relevant to the student)

ACADEMIC CONTENT AREA	Present Level of Performance (grade level, standard scores, strengths, needs)	Essential accommodation, assistive technology, or modifications utilized in school, and why needed
Reading (Basic reading / decoding; reading comprehension; reading speed)		
Math (Calculation skills, algebraic problem solving; quantitative reasoning)		
Language (Written expression, speaking, spelling)		
Learning Skills (Class participation, note taking, keyboarding, organisation, homework management, time management, study skills, test-taking skills)		
COGNITIVE AREAS	**Present Level of Performance** (Grade level, standard scores, strengths, needs)	**Essential accommodations, modifications and / or assistive technology utilized in school and why needed.**
General ability and Problem Solving (reasoning / processing)		
Attention and Executive Functioning (energy level, sustained attention, memory functions, processing speed, impulse control, activity level)		

Communication (Speech/language, assisted communication)		
FUNCTIONAL AREAS	**Present Level of Performance** (Strengths and needs)	<u>Essential</u> **accommodations / modifications and / or assistive technology utilized in school and why needed**
Social Skills and Behaviour (Interactions with teachers/peers, level of initiation in asking for assistance, responsiveness to services and accommodations, degree of involvement in extracurricular activities, confidence and persistence as a learner)		
Independent Living Skills (Self –care, leisure skills, personal safety, transportation, banking,budgeting)		
Environmental Access/Mobility (assistive technology, mobility, transportation)		
Self-Determination / Self-Advocacy Skills (Ability to identify and articulate postsecondary goals, learning strengths and needs)		
Career – Vocational / Transition / Employment (Career)		

A.3.v. TEACHER LSU FEEDBACK FORM

Teacher Feedback Form

We would like to thank you for your kind cooperation and continuous support to the

Centre would like to be aware of its impact related to our assistance to improve the learning standards of children with learning difficulties.

We request you to kindly give your feedback related to the visible difference you have observed in children who have benefited from the services of Centre.

Date   _____

Name of the Child   _____

Grade / Section   _____

Name of the Teacher   _____

Area	Remarks
Interested to visit Centre	
Learning new skills	
Interested in books	
Reading	
Spellings	

Writing skills	
Handwriting skills	
Communication Skills	
Behaviour	
Social Skills	

Signature   _____ (Designation)

Signature   _____ (Centre)

Signature   _____ (Centre)

A.3.vi. PARENT LSU FEEDBACK FORM

Parent Feedback Form

We would like to thank you for your kind cooperation and continuous support to the Centre
We request you to kindly give your feedback related to the visible difference you have observed in children who have benefited from the services of Centre.

Name of Child   _____

Grade / Section   _____

Date   _____

Name of the Parent _____

Area	Remarks
Academic Skills (Reading, writing, spelling)	
Language and communication	
Self-Confidence	
Behaviour	

Signature   _____

B.1. i. INTERVIEW TRANSCRIPT
LEVEL 1

SCHOOL B

A: Researcher

A1: Additional Interviewer [1]

B: Head Teacher

Date of Interview: 16.05.07

1	A1:	My questions are really all about inclusion and gathering opinions about
2		what you think about it, whether you think it works, whether it's a good
3		idea, that sort of thing. And the very first question is: What is inclusion?
4		Are there a number of different definitions? It's quite a broad idea, the
5		idea of including children. What does it mean to you?
6	B:	Really providing children the opportunity to work in an environment with
7		their peers. It may be inclusion into a class. It may be inclusion in a small
8		group. And I know that some people would feel that's a contradiction in
9		terms, you're withdrawing from a class. But I don't see it as that. I see it
10		as a whole school/community situation, inclusion. A very wide
		expression of it, really.
11	A1:	Would inclusive be a word you would use to describe your school? Do
12		you feel that your school is inclusive?
13	B:	Yes.
14	A1:	Can you explain in what terms? Why?
15	B:	Because of the whole school approach. Every child is valued in the
16		school. There may be different setups in the school but that's geared
17		towards the needs of the child. So inclusion is every child being a valued
18		member of the school- having access to everything that the school offers.
		And all of our children have that.
19	A1:	Do you have a Special Education Needs policy?
20	B:	Yes.
21	A1:	Can I see it?
22	B:	You may. There are just a couple of tweaks going into this latest update
23		at the moment but I can get this document for you.
24	A1:	Yeah, that will be great. This is in relation to a policy assignment.
25		Actually seeing one is quite useful. And do you feel like it's changed at

---

[1] A1 was the additional interviewer who the school scheduled into the pre-arranged interviews with this researcher. A1's focus for the interview was the topic of inclusion. As this addition was a last-minute change to the schedule, this researcher made efforts to avoid any over-lap between A1 and this researcher's interview question schedule.

26		all over the recent years? I'm not quite sure how long the school has been open, but has it changed?
27	B:	Yes, from the initial stages. When I first took over, we had children who
28		were in the mainstream class. Some people would say that was inclusion.
29		I didn't feel they were included whatsoever. They were in a mainstream
30		class and they were not being catered for. Their needs were not being
31		catered for within that classroom. And it was then that we asked "What
32		can we provide alongside? What are the needs of the child?" And we then
33		set up, really bearing in mind for the first instance, what are the needs of
34		the child. And then, really, set our program around that rather than, right,
35		we're going to employ such and such a teacher and this is what they'll be
36		able to do and the child is going to have to fit into that program. It didn't
37		work that way. And we had some children with quite severe needs at that
38		stage. So we had to be prepared to be able to cater for them. And we
39		catered for them by bringing in specialists who would work alongside the
40		teacher in supporting them. And I think that's key to inclusion.
41		Somebody supporting the teachers in supporting their children and giving
42		that knowledge. But emotional support as well. We've got a whole school
43		approach to the child's program as well. And that's really important, with
44		the result that, also because we're fitting it to the child, naturally. And we
45		have about 4 levels of support in the school. So it's what the child
46		requires rather than: This is the package that's supported in the school. What does the child require? Can we get that? And if we can get that, then we can bring the child into the school.
47	A1:	Okay. And who's involved in writing your school policy?
48	B:	All of us to varying degrees.
49	A1:	I'm particularly thinking about the Special Needs Education policy.
50	B:	The SEN policy has really been brought together…We've always had a
51		framework of special needs education and we also look at the
52		requirements in the United Kingdom and the requirements of the UAE as
53		well. The mainstay is written by the Enhancement Co-ordinator in
54		conjunction with upper senior management team. When we've got a
55		framework together, we then put that to the teachers. Sometimes policies
56		are written in the other way. We start with a school collaborative, and
57		then work through it from that way, discussions at teacher level, also
58		parental input as well is important. But on this particular issue, because
59		we were modifying a system and a process that wasn't placed well, we've
60		done it through the Enhancement Co-ordinator. And that's what we do.
61		We just finalized some input today, this morning. And that's what we're
62		doing now. And then when we've got all that input, then the document
63		will be sent to staff and parents have access to that too. So they can give input and comments on that as well. And they are online and in the library as well, a hard copy.

64	A1:	Is there any UAE legislation which affects you as a private school or are
65		you free to do exactly as you see right?
66	B:	In terms of how we work and what we do, we have been able to work in
67		the ways we think is right. And we are aware that there are restrictions in
68		the UAE. And there are supposed restrictions which turn the other way
69		actually, in terms of whether you can support children or whether you
70		can't support children with needs. We've been through all that. But we
71		have continued to support children in our school. We're also, in terms of
72		health and welfare of the children, we're not in the same situation as the
73		United Kingdom where we have a supporting body that we can access.
74		And so we have to be aware of the requirements and the sensitivity within
75		the country as well. So you have to take these things into consideration.
76		But in terms of - has it been a barrier to the work that we do with
		children? I would say -no.
77	A1:	From a personal perspective, do you feel that inclusive schooling is a
78		principle that you agree with? What do you see as some of the difficulties
79		in implementing it? Particularly here.
80	B:	Managing teams with anything, as in some schools, it's not always that
81		easy. And it doesn't matter what it is. So the processes of that is constant
82		support, to do well, because the teaching is the tough part, and to do well
83		with it. And working with children with needs it's a double tough time.
84		So the teachers need to feel supported in this. And it only works, it only
85		works when it's a whole school approach. So that everybody working in
86		the school, not just the teachers, not just the support staff, but
87		administrators and everybody attached to the school really believes in that
88		philosophy and that mission. And I think fear is an aspect, in terms of fear
89		of change, and fear of our lack of knowledge perhaps. But then that's up
90		to the school to make sure that the people in the school are equipped with
91		the knowledge to be able to deal with children with needs. And I think we
92		do that very openly. I also believe in openness for the children with needs
93		and other children. And openness with staff. If you have a closed
94		approach then it's just not going to work. It doesn't work. Again, some of
95		the values, I've said yes, I agree with inclusion. I would not take a child
96		out of the school, I would think they need to be valued and included in
97		school life. But there is no doubt that there are some children with such
98		severe needs that we are unable to cater for. And I don't agree with
99		inclusion for inclusion's sake if it means the child is in the mainstream's
100		classroom- and there's such a push for that- from psychologists and from
101		parents. And it may not be the right thing for the child. So that's why I
102		talk of school as a whole inclusion push in providing what the child
103		requires. So there are values for some children in the way that schools are
104		set up. And it's just to varying degrees. If the will is there, if the senior
105		management team, if the head is positive about it, it will happen as long
106		as that support happens. If they're not, it will not happen for the best
		school in the world. It has to be a whole school approach. And every

member of staff, every member in that school, has to be on board in supporting all the children in the school.

107 A: I have more microscopic questions besides what A1 has asked you, as
108 I'm researching learning support provision. To start with, I was hoping
109 for information on the general curriculum, how it runs, as well as the
110 modes of instruction that are primarily in use- because I'm wondering
111 about curriculum and its impact on provision.

112 B: You want to start with a little bit about the curriculum. Okay. I believe
113 the curriculum is as good as the professional using it. It's as good as the
114 community in your school and the culture in your school. So when I look
115 at curriculum, they're all very good and very solid. I mean they've been
116 drawn up from educational research. And I think it comes down to the
117 methods that are used. There is no doubt that, in terms of two of the
118 course subjects, literacy and numeracy for example, that there is an
119 expectation at a grade level and access to that curriculum for children. I
120 mean, I truly believe that school is one heck of a lot more than that. I
121 don't believe that just to be on the anvil but there are key skills that
122 children should be well supported in. For many of our children who are
123 supported, they're not necessarily supported in the academic sense. Their
124 cognitive skills are there. They can access the curriculum, for example,
125 literacy and numeracy. So that's one issue. That's no problem at all.
126 We're dealing with perhaps the whole class situation that a child might
127 find missing, the emotional aspect of unlocking the processes of learning
128 in that child who's having trouble so we're dealing with that kind of
129 thing. The child is not affected by the curriculum per se; the child is
130 affected by the approach of school, culture and family towards that
131 particularly academic curriculum. So again I've mentioned that what we
132 do is look at the needs of the child. So if the child is in Year 4 and is
133 unable to access that curriculum and demonstrates that, then it's our job
134 to provide them with something else. So a lot of differentiation within the
135 classroom. Sometimes even that is not enough to support the child in this
136 sense. And we would therefore- that's when you set up your IEPs
137 alongside. And it may be that the child is working in a smaller group,
138 either with support in the classroom or support outside the classroom. I
139 still consider that inclusion in the school and that's part and parcel of the
140 school. In terms of a fair approach of the culture- the school values the
141 whole child, I mean that's when you can tackle the upsets and making
142 that child feel safe. The only fear is the stumbling block- if there's an
expectation that the child, in Year 3- this is what they should be doing
and I'm going to give them more of that to reach that standard. You can't
think that way. It doesn't work.

143 A: So it would be fair to say that you differentiate instruction as well as the
144 outcomes for that child?

145 B: Absolutely. And we differentiate the approach. So how we would
146 approach it with a child, we look at what the child's needs are and what

147		the child's styles are, and try to convert that information and that's very
148		often more easily done in a withdrawal group- which is what we do. And
149		then come at things from a different angle.
150	A:	Would you be able to give me a few examples of the modes of instruction
151		employed here at the school?
152	B:	What do you mean by modes of instruction?
153		
154	A:	Modes of instruction such as direct instruction, collaborative learning…

155 B: What we're looking at is- we have a blend of everything here. We're
156 looking at children's learning opportunity. So what we do, instead of
157 instructing, we provide opportunities for children to learn. At some time
158 of the day there will be a whole class approach with interaction going on
159 between the teacher and the children. Many children in support find that
160 quite difficult- in terms of focus. Therefore you have to be aware, and you
161 have to make sure, that you are directing questioning, for example, and
162 including all children in that interactive discussion, if it's teacher led. I
163 mean you use things like interactive whiteboard, etc. That kind of thing.
164 And we also have very much a multi-sensory approach. So when we talk
165 about modes of instruction it's almost an alien term to me because there's
166 no instructing going on. We're simply providing opportunities for
167 children. The classroom is set up with learning areas in the classroom.
168 The children are also getting choice in their learning in what they do and
169 how they do it. So there is direction, there is flexibility and there is
170 choice. And there's an expectation on the children to question. So if a
171 child doesn't feel comfortable in a situation, they question a teacher for
172 the information that they may need for their research. There's so much of
173 a multi sensory approach using the different learning styles and making
children aware of how one learns and how do they learn, what they enjoy,
how they access information.

174 A: That starts right from their first year in school?

175 B: Yeah, we have lots of programs running in school basically about how
176 the brain works and that would include many different aspects.

177 A: What would the student-teacher ratio be in the classroom?

178 B: That depends. The class sizes are 24. But usually there's either support or
179 one other adult working in the class. So it can be 1 to 24 and it can be 1 to
180 12. So a lot of the time groups are working either with support teachers,
181 or another adult, or senior management, or peers, etc.

188 A: Do you have teacher aides as well then?

189 B: Yes.

190 A: And it's one teacher aide per class? Is that how it works?

191 B: That depends on the year group. Right through to Year 2, and then,
192 further up we have them working alongside the teacher. We have some

193		teachers- we have an art science coordinating team teaching - so again the ratio gets broken down.
194 195 196	A:	Coming back to the Special Needs Policy, what I would need to know is, the learning support that is provided to children with special needs, is there a fee that is charged for that or is that covered by the regular fee structure?
197	B:	There is a nominal fee and that depends on the level that you're getting.
198 199	A:	Depending on the four levels of support that you mentioned earlier- which one they come in at?
200	B:	Yes.
201 202	A:	And what was the reason for the decision to have an extra fee for learning support?
203 204 205 206	B:	Because we provide at a very high level. We have three teachers. We have two qualified teachers and one special needs assistant- an experienced assistant. And it's quite a high level of support that's provided. And that's why we decided to charge.
207 208 209	A:	Okay. The existing model of support that you have at the moment, do you consider it to be the best fit, or do you think there are still areas that could be improved upon and that you're looking to improve?
210 211 212 213 214 215 216 217 218 219 220 221 222 223 224	B:	We're continuing to develop our work with an education kinesiologist. I mean, that works alongside an education committee. So our approach has developed I would say into more work with brain gym, more work with the recognition of the reflexes- every child and his reflexes, and the effect of that or the lack of it on the learning process. So the more we learn about the science of learning as it were, the more our work changes and we're working not just with our supported children, but all of our children. All our children work with education kinesiology, all the children work with brain gym, and again that's a whole school approach. When we're working with children in our learning support program, we can be more specific. And then we may assess children with our specialist till we get specific feedback of the difficulties that they might be having and why, and therefore what we can do to remove them and to support them- to unlock the pathways so that then we can tackle the other things that make life more difficult. So I would say that what we're doing in improving is learning and understanding more and more about that mind-body interaction.
225 226 227 228	A:	Okay. About the entry assessment for children. When parents come to you with a request for you to admit a child with special needs into the school, are there certain criteria- that is, definitely something that you would look into and would there be something that is considered off-limits?
229 230 231	B:	Well, there are children with such severe needs that we do not work with or cannot work with because we're not set up to do it. I also have never been comfortable in my teaching career with a shadow. Because I think

232		that takes away the expectation of independence of the child. I also
233		sometimes question the ability of the shadow. And also sometimes the
234		teachers then almost give over the responsibility of that child. And that's
235		not where I come from. I must say I have a whole school approach. So we
236		have got to be sure that we can give the child what they require in the
237		school. Now when a child presents with needs to us we'll find out about
238		that child first and foremost. We do that through our learning support co-
239		ordinator and much of the information that the parents will give us. So
240		although we teach children who will not get access to other schools,
241		because they don't have the knowledge or the understanding of where the
242		children are coming from, we do not take severe cases. So yes, there is a
243		barrier but in terms of a child applying because they have needs, anybody
244		can apply. And we'll sit down with the parents and we'll meet the child.
245		We'll bring in our learning support co-ordinator. We'll get feedback and
		give their advice on that, even if we're not able to take the child or do
		anything for the child.
246	A:	Regarding general reporting practices, do you have separate reports for
247		the child who has an IEP?
248	B:	Yes, well, we do have a separate IEP report but they are exactly the same
249		report written by their class teacher. And then the IEP- all the IEP
250		meetings to set up the IEPs and then the reports of the IEPs are done by
251		the learning support co-ordinator and the class teacher and the parent. So
252		that the parents are aware of what's going in that IEP and then at the
253		meeting when the report of the IEP goes out the parents can have a
254		meeting with the teacher after any report goes out. So they have their
		class report and then alongside that they'll have details of the IEP.
255	A:	Okay-I think I've covered all the questions that I needed to ask you
256		except for the literacy overview and the numeracy overview.
257	B:	The literacy and the numeracy is all dependent upon the literacy and
258		numeracy framework of the National Curriculum. I think it is under the
259		literacy framework. And you get everything in it and of the year groups.
260		Now that's our basis. And then from there we work in light of that. The
261		numeracy would be the same. Anything else?
262	A:	No. Thank you very much for your time.

B.1. ii. INTERVIEW TRANSCRIPT
LEVEL 2

SCHOOL B

A: Researcher

A1: Additional Interviewer[2]

B: Learning Support Coordinator

Date of Interview: 16.05.07

1	A1:	I'm gathering information about inclusion, how people feel about it. Is it
2		a good idea, what are some of the problems attached to it? My very first
3		question is – what is inclusion?
4	B:	It's a very broad based word and here you have implications, for different
5		people it's different. For me I think inclusion is a word that you can't use
6		really lightly. If you have full inclusion you've got to consider everything
7		that comes with it. We are providing as best we can. And what we look at
8		is when we include them are we able to meet their needs. And if we can,
9		then we take the child. So in some ways we do exclude children simply
10		because we can't meet their needs. But for me, inclusion is if we take
11		them in then we've got to be able to meet their needs in the long term. It's
12		not short term but also to cover all the aspects of it, not just academically.
13		So if you look at the real definition of the word 'inclusion' we don't
		really do it. But the kids we have, the kids we take in, we do include
		them.
14	A1:	Can you give me an example of a child that you felt like you couldn't
15		provide for?
16	B:	If you have a child who has quite severe behavioural needs, particularly
17		aggression and combined with that, say, the lack of cognitive ability as
18		well. So no matter what you did and the behavior modification program
19		that you have in place, it wouldn't work. If you take a child like that and
20		put him in a situation like that, he's just another body in a seat. He's not
21		going to get anything out of it, he's going to be a danger to the other
22		children and whatever you do is not going to work. So it's things like that
		that you really have to be careful about.
23	A1:	Do you have a Special Education Needs policy?
24	B:	Yes we do.

---

[2] A1 was the additional interviewer who the school scheduled into the pre-arranged interviews with this researcher. A1's focus for the interview was the topic of inclusion. As this addition was a last-minute change to the schedule, this researcher made efforts to avoid any over-lap between A1 and this researcher's interview question schedule.

25	A1:	I asked the Head Teacher just now whether I might be able to look at this.
26		Would it be okay?
27	B:	Yes, I'll give it to you. I've only just rewritten the whole thing and there
28		are a few aspects of it that we still need to work on, like the gifted and
29		talented and the rest of it.
30	A1:	Do you feel that it's changed significantly in Dubai in recent years?
31	B:	It has. I've been in Dubai 18 years. And when I first came in it was like
32		there were no children with needs in Dubai, except for a few. And you
33		can just see the changes. We had I think two schools for children with
34		special needs and there were 45 children in each of those schools and in
35		two years, they were just crawling out of the woodwork kind of thing
36		because word got around that you could do something with them. You
37		could help. And I think especially with learning support in mainstream
38		schools over the last 5 to 10 years, it's been huge changes for the better.
39	A1:	In the sense that more children are included?
40	B:	Earlier, if your child had needs, Dubai was not the place to be.
41	A1:	Do you have a Learning Support Co-ordinator?
42	B:	I play that role in the school.
43	A1:	Do you have any other staff working with you?
44	B:	Yes, we've got three. Two full time learning support teachers, and a
45		private teacher who comes in and works with a few children in school.
46	A1:	How does the learning support work in general?
47	B:	What happens is we are the ones who provide support to the teachers. The
48		teachers fill in forms. They're called initial concern forms. They come to
49		us with it- we talk about it. They go off and try a few things. If it still
50		doesn't work they come back again and we do assessment and a basic
51		screening test. We get back to the teacher, we meet the parents, and then
52		we decide what's best for the child. But when we're doing the assessment
53		and the screening, we're not really looking for a label. We're looking
54		more at what their needs are and how best we can meet those needs. And
55		we're also looking at what strengths they have and weaknesses they have.
56		Then if we feel that the tests we've done haven't really given us an
57		answer, then we send them to an educational psychologist to get a more
58		detailed assessment. Once that's done then we determine whether they
59		need the support and if they do, what level of support. And we've got
60		four levels of support. The first one is just one subject, the second one is
61		two subjects, the third one is two subjects and withdrawal or behaviour
62		program. And the fourth one is a private tutor. And then what happens is,
63		the teachers here send us their lesson plans a week in advance. So I'll
64		have their plans tomorrow for the following week. And then we look at
65		those plans when we plan our lessons. We also decide with the teacher
66		beforehand whether it's going to be in class, whether we're going to

67		withdraw them, and then work on that. What also happens is that all of
68		the children who are in the program have their IEPs. We set targets for
69		parents and for students. Parents are very actively involved because we
70		can't do it without the parents. If you pull them out of classes, they miss
71		out on a lot of learning that goes on there. But if you don't pull them out
72		then what happens is they don't have those specific skills, you still have
73		to work on developing that. So we pull them out of lessons where we
74		think "Oh well, you know we can do something about this". But the rest
75		of the work the parents have to do at home. We put the parents on to it
		and we say "You've got to do this program" and then we monitor it. So
		that's how it works. It's very flexible. The teachers are fantastic and
		that's the only way it works.
76	A1:	Do you have a list, not of the names, but the number of children that are
77		on the program?
78	B:	Yes, we've got a register that actually says which year group they are in,
79		what level of support they get. And every child also has, what we've
80		come up with is, an accommodation checklist. So when the teacher looks
81		at it, not just the class teacher, but the specialist teacher as well, they then
82		know that this child needs to be seated in front of the classroom, whether
83		the child has a behaviour program that we need to follow, all of that. It's
		there in that.
84	A1:	Do you agree with the principle of inclusive schooling?
85	B:	That's a hard one, because of what inclusion entails. Because if it's not
86		working for a child, then if you're only including a child because of what
87		the law states, you're not doing anybody any favours. But if you include a
88		child because you can enhance that child's lifestyle and learning, then
89		that's fine. So I agree with that within the way that we do it. But I think if
90		we had a law that said you've got to take every child that walks through
91		this door I don't agree with that. Because it's just not workable unless
92		you've got the multi-disciplinary team, you've got the resources, the time,
93		you know, everything. We have for the children with physical disabilities
94		we have the physiotherapist coming in and working with them at school
95		and then they talk to all the teachers about what needs to be done. We've
96		got the brain gym lady who comes and works with the kids once a week
97		and then we do a lot of it. There is you know, the multi-disciplinary
98		contribution from outside sources within the school but we as a school
99		don't have therapists working inside. You have to have them employed
		by the school or by the state to provide for this sort of thing.
100	A:	Now the next set of questions will be a bit more in-depth. What I'm
101		looking at is the role of learning support within mainstream schools and
102		how exactly that provision is handed to the student. It's looking at the
103		intricacies of the whole system actually. The model of the SEN provision
104		that you have is based on both the pull-out model as well as in-class
105		support? Within this support model are nested four levels of support that
106		you offer, is what I'm given to understand? Would you be able to explain

those four levels a bit more?

107 B: If a child's got a specific learning disability then very often it's just
108 literacy support that he needs and he or she can become very good at
109 actual learning of mathematical concepts and have very good skills in all
110 other areas. Let's say writing or reading would be a problem for them, so
111 during the literacy hour they get supported within the classroom to do
112 whatever the class is doing and accommodations will be made based on
113 their need. Or they will come out of the classroom and they get specific
114 work done on skills. Now sometimes some of these children don't do
115 Arabic and are exempt from Arabic because it's just one more thing that
116 they have to cope with and it's a language that's very difficult for them.
117 So then we take them out of Arabic and try and get them to do, you know,
118 whatever they're doing. But if you read the SEN policy, what I've done
119 with the policy, it's very detailed. If you read that you'll know
120 everything. All the steps and all the details are in there. So that's how it
121 works here. It's set up and it's been working this way for a couple of
122 years and it's also because the whole school follows this thing of all
123 children being different and catering for those needs. So it's not just
124 children with SEN. It's all children, you know. We all learn differently
125 and all the teachers are aware of that. Their planning has to reflect that.
There's got to be differentiation because it's the whole school policy. It
just makes the SEN policy work better.

126 A: Within the learning support department, how many children do you have
127 on file right now?

128 B: Right now we have about 30.

129 A: What are the specific types of SEN that you cater to?

130 B: When we look at it, we're not really looking at labels. So when a child
131 comes in, all we're looking at is, within the system that we have, will we
132 be able to enhance their skills. So if you want to know what kind of
133 children we've got at present, we've got children with specific learning
134 disabilities and that's a huge chunk of it. We also have a few children
135 who are in the autistic spectrum, maybe more Asperger's than autistic,
136 because they are quite high-functioning. We've got children with physical
137 disabilities and we've got a few with behavior issues as well.

138 A: Does the learning support program runs across Grades 1 to 6 or even
lower?

139 B: Yeah. The little ones don't get as much now because it's the
140 understanding that children take time to develop, and some may just be a
141 bit later than the others. So it's allowing them enough opportunities, but if
142 a teacher is concerned in the early years they always come to us. And we
143 say "Well, try this, this and this and we'll have meetings with parents
144 who say try this and this, before we actually put them into our program.
145 So they don't actually start in learning support until they're in Year 1.

146	A:	And you work with small groups as well as in in-class support?
147	B:	Yes.
148	A:	And do you do one-on-one teaching as well?
149	B:	Yes.
150	A:	And is that with the private tutor?
151	B:	No, even with us. It depends again on the child's need. For some children
152		we band them together. They've got specific difficulties, we work with
153		them with a group and we take them through a program. Now amongst
154		that group if you have a child who doesn't have a specific learning need
155		but is generally slow, then the method used will be different. While they
156		join the group for some things, they will need individual programs to just
157		help them along because their needs are different.
158	A:	And what about scheduling of provision- because many schools struggle
159		with this?
160	B:	Yes, that can be a real issue. What happens is at the beginning of the year
161		the teachers give us their timetables. And once they've given us their
162		timetables, then we sit with it and we've got their timetables and we've
163		got our timetables. So what we try and do is we try and cover every
		literacy and numeracy lesson.
164	A:	You cover every literacy and numeracy lesson for each of your children?
165	B:	It's a huge job. Sometimes we're not able to cover it but we try and cover
166		at least 4 lessons a week. So every child will get at least 4 lessons covered
167		a week, 4 literacy lessons, 4 numeracy lessons. They need the support.
168		It's a lot. But that's another reason why it's successful. It's because
169		they're getting what they need. Because the children with learning
170		disabilities, it needs to be consistent and often enough. If you do it once a
		week, it's not going to work.
171	A:	So by covering it do you mean that again it goes back to that model of
172		whether it is in-class support or small-group? So basically those eight
173		lessons, if that's what it is, are blocked out.
174	B:	Yes, they're blocked out. They get support for it, or they get it done
175		during Arabic time, or if we need to do an assessment, there's lots of give
176		and take. Like teachers will say "Can you assess them?" And we'll say,
177		"Oh well, okay, but then could they miss this lesson?" But we really try
178		to avoid playtime, P.E., music, art, all those really fun things, we don't
		pull the children out.
179	A:	What would be the assessment format for entry into the program?
180	B:	Again what happens is, if it's within the school it's the initial concerns
181		form with an update on what the concerns are. If the teacher said, 'My
182		concerns are the child's writing and spelling and reading. Like, he's really
183		good at everything but I'm a bit concerned about that'. Then you do a
184		dyslexic screening test- a simple kind of indicator. If she says the child is

185		generally struggling, we don't know what it is then you do a more
186		appropriate test, which will tell you whether it's a language-based
187		difficulty or if it's just that the child is generally slow learning. But if
188		we're not sure, then we send them off to an educational psychologist. We
189		also do something called the early years screening one. We've got SNAP,
190		which is a SEN profile which really breaks it down and gives you graphs
191		and things. So it just depends. Sometimes we do informal assessments.
		Depends on what the teacher's concerned about and what the child needs
		to move on.
192	A:	And who conducts the assessments?
193	B:	I do that. But the teachers do a lot as well. I mean the school is set up so
194		that they do reading and spelling and assessments continuously. They can
195		look at those scores as well and see have they made progress or not. And
196		all of the kids go through those assessments, not just the ones with SEN.
197	A:	Where would information on specific accommodations being made be
		found?
198	B:	They would be on the accommodations list. Some children if they need to
199		can use the computer for longer writing tasks, they can have someone
200		read instructions to them, they can get longer types of tests, they can have
201		larger print, they can sit away from other children. It's different. It just
202		depends on each child, some of them will have a behaviour plan that
203		needs to be followed consistently. With assessments as well, if the teacher
204		is handing out a sheet to every child, some of the children don't have to
205		do that, they can tell the teacher what they know, especially if it's
206		Science. Or they can make a model of it to explain to the teacher how
207		something works. So there's differentiation not just with teaching but
		with assessments as well.
208	A:	And that's listed on the accommodation list so it's clear to everybody
209		what can be done to help the child?
210	B:	What happens is that at the start of the year we meet with all the teachers,
211		the class teachers you know and all the specialist teachers will meet with
212		the child. We have a week with our students. So during that week, that's
213		what we do. The teachers, so there'll be 7 or 8 of us sitting here, and we
214		discuss all the children in that class and when we discuss them we talk
215		about issues like this- behaviour, accommodations, anything. And then
216		they come back and forth you know, whenever they need something.
		They know they can come, so they come here.
217	A:	With regard to IEPs, is there a specific format that you use?
218	B:	Yes, we use IEP writer and again it depends on what the child needs. We
219		could write a Literacy one, a behaviour one, a numeracy one, a social
220		skills one. Five targets and the child helps choose one. The teachers and
221		we think of the others. The parents give us their targets as well and we
222		send the IEP home. We discuss it with the parents. The report goes home.
223		They know what to do. The teachers are aware of it so they know what

224		targets the child is working through. We also put them up in the learning
225		support unit so the kids know what are their targets. And then every time
226		they work towards it they can go and get some star or something. If it's
227		writing and they've got to make sure they use their punctuation or spell
228		specific words correctly and they've done it in that piece of work, they
		know they're working for achievement.
229	A:	Targets are formulated per term or is it an annual target setting?
230	B:	Initially we used to write targets every term. But what happens is, they
231		come in in September. And half way through September or October we're
232		writing targets. You've got to get to know the kids. You always write
233		your IEP based on what they know and then build on that. With some
234		children over the summer holidays, a lot of it just goes or they're new or
235		something. So we always give them that bit of time before writing it. So
236		we write it by the end of September and then you've only got October
237		and November before you close again. So we then decided to just do two
238		IEPs a year. So we do one in September, review that in February and
		write a new one in March/April.
239	A:	Do you ever withdraw support and if you do, what would be the criteria
240		for that withdrawal?
241	B:	Oh lots of times. And that's the whole idea that you have children on
242		support and then you take them off. Especially the little ones. Like last
243		year we had children who started in Year 1. Literacy, they were really
244		struggling with it. So we did the assessment, put them on the program and
245		just this last term, we took 3 of them off the list. Because it depends on
246		how well they're able to do in the classroom, whether they've acquired
247		the skills they need and whether they've met their targets for the year.
248		And if they have and we feel that they don't need the support we then
249		inform the parent. Or what we say to them is that we're giving them 3
250		months trial period without support and the teacher will monitor their
251		progress. And after 3 months we meet and see, is it working, is it not, too
252		early to pull them out, or should we leave them in. So we've done that a
253		lot of times. So a lot of children, we withdraw support if we think they
254		don't need it anymore. That can happen any time during the school year.
255		And it's the same with children coming into the program. Any time
		during the school year a teacher can fill in the form and say "I'm
		concerned…"
256	A:	The next thing I'd like to know about is the qualifications and the
257		experience of the teachers who are in the SEN program.
258	B:	One of our learning support teachers is not qualified in SEN but she's
259		taught children so she's very good in that. All you have to say is "This is
260		what's got to be done," and she knows. Or you don't even have to say
261		that. And she's been here long enough to know about it, but we do a lot of
262		that as a team. So we sit together and we talk about programs that we're
263		using, and what so and so needs or what can be done to improve this. So
264		they're quite well informed about everything. Not just people in the

265		department but all the teachers as well. Because another thing with this
266		policy is I've put together something called an SEN infopack and every
267		teacher's got one of those. And that covers, you know, gives you a lot of
268		information on different SEN and what they could be doing. A lot of the
		in-service programs go that way as well.
269	A:	So does that SEN info pack contain information on how the learning
270		support department operates as well?
271	B:	No, the SEN policy covers all of that. The info pack, its teacher's
272		information. Say they want to find out about dyscalculia or something.
273		They get in there and read up on it. They may have a meeting with us, if
274		need be. They always come and go and I've been doing this for about 18
275		or 20 years now and I've got a Masters in special education, degrees in
276		psychology and the rest of it. Basically what happens is, in previous years
277		what we've had is teachers with SEN qualifications but that's become so
278		difficult now. We just can't find people. So what we do is, the option is,
279		to take someone with a good teaching background who has loads of
280		experience doing it and then send them to enough courses and things to
		give them the SEN experience. And it works really well.
281	A:	The next question is about the professional development practices for the
282		learning support team. How does the school see to that?
283	B:	We meet once a week and at our meeting times we talk about things like
284		this. Say we talk about say, children and their learning issues, behavior
285		issues. We talk about support but we also talk about the different aspects
286		about say, the condition that they have or things that we can do. The
287		other thing is that I've put the SEN pack on every teacher's desktop and
		that has a lot of information on it.
288	A:	The next question is about the peer group and their role when it comes to
289		the child with SEN. Are those relationships that you consciously nurture
290		when you are supporting the children or if its just something that because
291		this is the belief of the school, so that the children catch onto?
292	B:	I think that's basically how it works because this a whole school
293		philosophy where we think that everybody is different and so it is
294		accepting those differences. The children here are very, very good at it. If
295		you look around, this peer support is more obvious when someone has a
296		physical disability. If you look at the children with physical disabilities,
297		the ones with walkers, you will see that either their classmates or some of
298		the older children take them around and you know, help them out. But
299		you can't see it as much when you are working with someone who has a
300		specific learning difficulty. But you always team them up with either
301		children who will help them, or children who will be more patient and
302		listen to what they have to say. It is done consciously but not very
303		overtly, if I may say so. Or if we have a child who is struggling with
304		organizational skills, we will say to the teacher, well, could you buddy
305		him with so and so to help him go through the checklist at the end of
306		every day and make sure he has all the stuff he needs when he is going

307		home, or if it is transition time would you buddy him with someone to make sure he has got this this and this to go to that level. So they do do that, you know it has to be well thought of as well.
308	A:	How well would you say the home-school connection works, specifically
309		with parent involvement concerning children with SEN? Is there
310		something in particular you do, such as a program or so, that helps you
311		foster that connection with parents? Are parents receptive to the learning
312		support program the school has in place?
313	B:	I think we are very lucky because we have got great parents and you
314		know, like you see, they just come in and if they know that if the door is
315		open, they can come in. And they come in and they just chat about just
316		about everyday. Or, you know, we have a communication book that's just
317		for us and them where we often write notes, not about things that we are
318		concerned about but more things like 'it went really well today' or things
319		like that, with parents letting us know how things are going at their end as
320		well. Because a lot of things happen at home that have an effect in school.
321		So they let us know too. A lot of our kids are on home programs like toe-
322		by-toe, or frequency building exercises, lots of things. When we have IEP
323		meetings with them, we explain all of that to the parents and send them
324		away with hand-outs to do. That's then reviewed by either us asking
325		'how's it going' or parents telling us, 'this isn't really working.' It works
326		for some children, for others it may not. Then we look at different ways.
327		The home-school connection is quite strong. Parents come into read in the
328		classrooms and things, helping out? So they get to see the teachers often.
329		They also get to go on outings with them. So it's not just a parent
		involvement or connection with us, but with the whole school, you see.
330	A:	Do you ever have to cope with parents who are not able to accept their
331		child's difficulty?
332	B:	Yes, I mean that does happen. I think initially it's quite hard for most
333		parents, yet some parents who are quite well informed and accepting and
334		then you have some parents who because they are not well informed; they
335		don't want to accept it. But even after they have the information,
336		sometimes think, 'no, it can't be happening to me'. And it's a very natural
337		reaction. So what we do is we try and support them as best we can. And
338		we do occasionally, very occasionally, have the odd parent who even
339		after a year just does not get it. But to the most part, the parents do.
340		Because we really take a lot of time to explain the whole thing to them
341		and then as they begin to see progress, they think, 'Oh!' And they are not
342		in distress, because they know its because of the condition and not
343		because their child is being naughty? That type of thing.
344	A:	And then do you ever feel that you need external help in helping parents
		cope?
345	B:	Yes, lots of time and when that happens, we always refer them to people.
346		And we've got a list of people and we say that these are the people, and

347		go and choose someone and see them. We often speak to those people
348		and say we'd really like you to come and do observations in school,
349		because it is very different on a one-to-one and that type of thing. And
350		fortunately, the people we use are really good.

351	A:	Would you say that this model of provision that you follow in the school
352		is a 'good fit', considering where we live?
353	B:	Yes, I think it is.

| 354 | A: | What would you say are the factors that affect provision as it stands? |

355	B:	Well, we get tremendous support from senior management and the board
356		of governors so we do feel we are working at an optimum level. Often,
357		provision works out to be quite expensive, and its only parents who can
358		well afford it, who have access to it because really you and I just can't do
359		it. We need the occupational therapist, we need the speech therapist and
360		we need everybody else because its got to be multi-disciplinary. Because
361		if you look at all the things that are affected with the child learning
362		disabilities, its more than just academic and to deal with it you need your
363		other professionals. But Dubai is not set up that way- to support. Every
364		time these parents go to somebody or clinic, it's the money factor. They
365		can do it for only so long; and also the progress is slow, it doesn't change
366		things overnight. It's something they have to deal with for the rest of their
367		school career. So it's quite difficult for parents, I think, from an academic
368		point of view, all of this. We try and help them as best we can and get the
369		therapist to come here and work with two three children, so the cost is
		split but then again its so hard to try and co-ordinate all of that.
370	A:	Do you have a program where that is going on right now?

371	B:	Yes we have. Last year we used to have a therapist who came and worked
372		with speech and language with groups of three to four children and split
373		the cost. This year we've got a physiotherapist who is coming in and
374		doing stuff with the children with physical disabilities and we also have
375		the kinesiologist who will be working with the children once a week.
376	A:	How do you schedule this kind of therapy? Is it during the regular school
		day?
377	B:	It is during the regular school day and children then have to miss out on
378		something. But you know you just have to give and take a bit.
379	A:	Any other factors that you would like to add?

380	B:	Well, it's the Ministry of Education as well. They have an agenda that
381		keeps changing every now and then. Initially, you weren't allowed to take
382		them at all. Now you have to take everybody. And a lot of schools have- I
383		know a lot of children who have gone into local government schools
384		because they have said you have to take them, but they are just not set up
385		for it. And the teachers, they just don't have a clue about what all this is
386		about so they don't know what to do. Having said that, Dubai has come

387		such a long way, because eighteen years ago, there really was nothing
388		available. I mean there was, but it was so basic. But now, as far as I'm
389		concerned, all the British schools here, all of them, have provisions. It
390		may be just for specific learning difficulties, or a specific thing, but they
391		all do cater and they all do have departments that are bigger than ours. I
392		think at the moment we have a small department- but they all do and they
393		cater for them, so Dubai has come a long way, but there's still a long,
		long, way to go. It's society as well, I think- understanding.
394	A:	Do you mean the general level of awareness?
395	B:	It's not just schools and management- it is society as a whole. We're very
396		accepting with that, but look at the other schools who don't want to take a
397		child who- its more, its much more obvious when it's something you can
398		see, like disruptive behavior or physical disability or a deformity,
399		something like that and those are the children I think who really miss out.
400		Whereas with specific learning difficulties, I think on the whole, we do a
		pretty good job.
401	A:	Do you face any limitations when it comes to staffing the learning
402		support department?
403	B:	Oh that's been very difficult- it is so very difficult to find the right people.
404		The qualities that are needed are so much more and the skills.
405	A:	How do you report on children with SEN, aside from the IEP review? Is it
406		a part of the regular reporting process?
407	B:	What happens is, because we believe that these children belong in their
408		classrooms, and they are really the teacher's responsibility and we are just
409		there to be in a supporting kind of role. So the teacher is the one who is
410		actually there during topic and science. Specialist teachers do PE and
411		whatever. So we do just literacy support and numeracy support. So if
412		they've done the classes, the teachers have then correct it, so then they
413		have a very good idea of where these children are. And also because we
414		are not there supporting them all the time, say out of six blocks in the day,
415		the maximum they have come to us is two blocks in the day and four
416		blocks they are not with us so, the teacher should know them better than
417		we know; and they do. So they write their report as normal but what we
418		also have is the learning support report, which is attached to the regular
		report.
419	A:	So it goes out at the same time?
420	B:	Yes at the same time. So that's why we changed it, because before we
421		used to do IEPs three times a year but it didn't tally with what we were
422		doing at school because school changed this as well; because school used
423		to do three times a year but now schools doing it twice a year – so we do
		our reports twice a year as well.
424	A:	Okay. Thank you very much for all the time you've given me.
425	B:	You're welcome.

B.1. iii. INTERVIEW TRANSCRIPT
LEVEL 3a

SCHOOL B

A: Researcher

B: Learning Support Teacher

Date of Interview: 23.05.07

1 2	A:	Would you be able to give me an overview of your role in the learning support program?
3 4 5 6 7 8 9	B:	I support the teachers, so I can support small groups as well if we have students who need a lot of work. So down here with the learning support co-ordinator or the other learning support teacher, I help them. But I also go up into class and support the class teachers there. So I'm there for the introduction of their class and then sometimes I'll take our children out and work with them at a slightly slower pace so it repeats whatever is being missed. Or I'll stay in class and just do the work with them there.
10	A:	There is the in-class support that goes on, do you take those sessions?
11 12 13 14 15	B:	No, the actual lesson is set by the teacher. So I mean I'm just literally supporting them in whatever the teacher wants them to learn that day. Or you know, if we think that the way it's being put in class they're just not going to understand it, then we can try and look at whatever it is, fractions or whatever, in a different way.
16 17	A:	So what I've understood is that the in-class session happens with a smaller group within the classroom, is that right?
18 19 20 21 22 23 24	B:	When I'm supporting, for example, in a teacher's class, what he does is, he puts the learning support students at one table which actually just makes it a bit easier for me. But not all teachers do that. Because we have some students, especially when they get into Year 4 and above Year 4, they begin to feel different so they wouldn't necessarily want a table with all the other students who also receive support because, of course, their needs are different as well. So, the degree of how much I might help them, again that would differ, so…
25	A:	So the classroom teacher does the planning for the actual lesson, correct?
26 27 28 29 30	B:	That's right. The general way in which they do things is they introduce the lesson and topic while sitting on the carpet. So they have that carpet time with all the students, our students as well. They're there. And I'm there as well, because I haven't necessarily seen the plan or I want to know exactly how he's presenting the subject. And then they'll go off to their different tables or at the same table.

31	A:	So then when setting up and getting prepared for the lesson, do you go in
32		earlier and get it all done or is it just ready for you when you go there?
33	B:	No, I don't. What they do is, they send down the lesson plan beforehand
34		hopefully, but that doesn't quite always work. But we do ask. And if it's
35		something that's a bit more complicated, I usually ask the LS
36		coordinator's advice as well. If it's something that she thinks that we
37		really need to pull the kids out of for separate support, then I can get some
38		materials ready. The teachers, particularly some of them, are very good at
39		having materials ready. So we can use that. And again you see, often, the
40		kids really like to stay in the classroom if they can. So they want to use
41		whatever the other kids are using to try and understand.
42	A:	So could this be the same thing that everybody else is doing but you're
43		sitting with them and actually able to guide them through and make sense
		of it all?
44	B:	Some of the kids, because they have the processing difficulties, when they
45		hear an instruction or they're not hearing an instruction, it's just to make
46		sure that they know what they're doing and they settle down and they're
47		on the right track. And then depending on the child, they can work quite
48		independently or less independently, it depends who it is, really. And
49		occasionally, very occasionally, I'll take materials upstairs with me. But
		not often.
50	A:	When it's the other setting where the children continue working within a
51		mixed ability group, how do you support them?
52	B:	Well I'll walk around the classroom and look over their shoulder a little
53		bit. If they're doing Literacy, I'll ask them usually to read what they've
54		written if it's a piece of writing work. I'll sit beside the child if they need
		me to sit beside them.
55	A:	Normally you'd have about four children in that class?
56	B:	Yes, approximately.
57	A:	So in a typical session, are you able to get to all four of those children?
58	B:	Actually no, not always. Which I much prefer it if I can but then
59		sometimes… we've got one student actually in Year 4. He knows how to
60		ask for help, he's actually quite demanding. So I have to keep in mind
61		that there are other students and make sure that I get around to everybody.
62	A:	How many in-class sessions do the children get in a week? Two sessions?
63	B:	No, between us we try and support for Numeracy and Literacy for every
64		lesson, Year 3, Year 4.
65	A:	In-class?
66	B:	It won't necessarily be in-class because they may start off in-class and
67		then we take them out to work in a quieter atmosphere sometimes.
68	A:	Is it always just one LS teacher in during a support session with a single
		class?

69	B:	Yes.
70	A:	Do you find the existing model of provision for SEN to be a 'good fit'?

71	B:	When I first started working here three years ago, there were six of us on
72		the team. Which meant that we could give a lot more support, like support
73		for example, during Topic work. Topic work can involve quite a lot of
74		reading and writing. Reading information. So ideally, definitely, it would
75		be better if we had more learning support teachers available. Yes, the
76		number of staff definitely. We would like to give more support than we
		actually can do.

| 77 | A: | Do you find the teaching resources you need to be adequate? |

78	B:	As far as resources are concerned, I don't think it's too bad. We've pretty
79		much got what we need. If we desperately need something,the LS
80		coordinator gets it -she's very good.

| 81 | A: | Anything else that you can think of? |

| 82 | B: | Not really, I mean it does seem to work fairly well. |

| 83 | A: | Do you feel students' behavioural issues are handled effectively? |

84	B:	Yes, we try and work through behavioural problems. We do behaviour
85		charts for some of the children and it's a case of everybody following, for
86		example, behaviour chart. It does work to an extent but it's quite difficult.
87		You know all the teachers have to be involved and have to be very
88		consistent and the home as well. You know communication with parents
89		is very important. But one thing I think that we really saw, I saw as well,
90		this year, because the LS coordinator was working with the a particular
91		set of children from the beginning of the year. They've come on very well
92		and we've taken two of them off our list. And another lad is pretty much
93		on his way. He won't need support next year, I don't think. So it works.
		Something works. Yes, it's effective.

| 94 | A: | Are there any issues around scheduling- rather the pros and cons of |
| | | scheduling? |

| 95 | B: | Certainly in the team that I work with, when we sat down and worked out |
| 96 | | our timetables. For me it's very smooth I don't have issues. |

| 97 | A: | Was it easy to get things to work fluidly within the schedule or was it |
| 98 | | fairly easy to put together? |

99	B:	Yes, it was tremendously difficult. It's something we have to sit down
100		with several times and schedule and re-schedule. So I think you have to
101		be quite flexible. Yes, definitely. But because the teachers as well, they
102		would say you know, "We'll do this, this and this". And of course, they
103		change their mind for two classes or three classes of a Year group. So
104		they're all timetabling and slotting in with each other and then basically
105		we're at the end of that process. And they say "Okay, these are your
106		timetables now, how can we work with your timetables?" So that's
		actually a bit of a nightmare.

107	A:	Okay. Do you work with an IEP?
108	B:	Well, the learning support coordinator puts the children's IEPs together
109		and they're put up so we know what we need to work on. So yes, we do
110		work with the IEPs.
111	A:	From what I've gathered, are the areas you deal with at learning support,
112		literacy, numeracy, motor skills and behaviour?
113	B:	Yes, that's right.
114	A:	Are there any specific programs that you utilise while you're working
115		with the children?
116	B:	I've been working a little bit out of the book 'Alpha to Omega' which is
117		quite good for dictation. I use that with Year 2 and Year 3. I take a lot of
118		guidance from teaching classes and from the LS coordinator. It's mainly
119		strategies that have been found to work in the past, which we carry on to
120		the next year. If that student continues to be with us for support, then it's
		easier.
121	A:	Thank you very much.
122	B:	You're welcome.

B.1. iv. INTERVIEW TRANSCRIPT

LEVEL 3b

SCHOOL B

A: Researcher

A1: Additional Interviewer[3]

B: Classroom Teacher

Date of Interview: 16.05.07

1	A1:	What is inclusion? Like you said earlier- there are lots of definitions…
2 3 4	B:	Yeah- well, to my understanding inclusion is talking about including everyone. Basically, every child- no matter what his or her needs are- to be included in an educational environment that caters to everyone.
5 6	A1:	Okay, and would you describe this school to be an inclusive school? Why or why not?
7 8 9 10 11	B:	I think we strive to be- I don't know if we are always as successful as we'd like to be. But we strive to be. We are a school that has a number of children with special needs, and as of next year we will also have a teacher with special needs as well. So, I think our philosophy very much is- we are a school that embraces inclusion.
12	A1:	Can you give me an example of how inclusion is working?
13 14 15 16 17 18 19 20 21 22	B:	The best example I can give you is the one from my son who is in Year 1. One of his best friends is a girl with special needs. He was telling us the other night, how she was a really good person, and she was special. And he said, "You know, Dad, it's not always easy for her, because she has things that she finds hard. But then there's things that she's really good at, like she's the best reader in our class." And it's things like that- and there are so many other similar instances, that indicates that this is a school that embraces inclusion- but if the children embrace it, then that is something worth investing in. It brings children to an understanding that there are differences in all of us- some things we're good at, some things we need help with- and that's all of us.
23 24	A1:	You have a learning support coordinator- do you know how the children in your class are supported by learning support?
25	B:	Oh absolutely- because we write the program.
26	A1:	What happens to those children?

---

[3] A1 was the additional interviewer who the school scheduled into the pre-arranged interviews with this researcher. A1's focus for the interview was the topic of inclusion. As this addition was a last-minute change to the schedule, this researcher made efforts to avoid any over-lap between A1 and this researcher's interview question schedule.

27	B:	It is a combination of in-class support and extraction, when we feel that it
28		is required. Generally, the extraction element takes place before- like for
29		example, we have SATs next week- and we want to give those children
30		the best opportunity to perform and show what they are capable of. In
31		such a week, this week for example, often they will be extracted just to do
32		a little one-on-one, and talk through the process of the examination- what
33		would happen. This can happen in a purely learning support group, or in a
34		mixed ability group- in-class. It doesn't always fit into neat jigsaw pieces,
35		this process. Sometimes, the children do better being taken out to deal
36		with the skills they need for this. By and large, they get support in-class,
		and are extracted when it is required.
37	A1:	Do you agree with the principle of inclusive schooling?
38	B:	I do agree with it. That doesn't mean it's always easy, because often, it's
39		not- especially, here we are a little bit sheltered in UAE private schools,
40		because we don't have the range of behavioural problems that other
41		schools can have elsewhere- that's pressure and scary. So it's not easy.
42		We also have tremendous parental support, by and large, in this school,
43		and so especially in this environment, I think the idea of inclusion works
44		particularly well. I think for it to be successful everywhere, you need that
45		three-way model that we always talk about- caring children and teachers
46		working towards the goals that we set for inclusion. I think in some
47		places- not here- but sometimes, people think inclusion is the idea that
48		parents take their children to school and it is a part responsibility. It is
		not- it doesn't work that way. It needs to be a shared responsibility.
49	A1:	What do you think would be some of the problems in implementing
50		inclusion in the school?
51	B:	I think that we are very fortunate here in having excellent and flexible
52		people in the learning support department. So I think flexibility is very
53		important, because to work and understand many of the needs, we need to
54		have that. We need to have the availability of space that can enhance the
55		work. I mean it's all very well to talk about becoming inclusive, but we
56		need space to have that work. If we are going to say inclusion, then we
57		need to include everyone. So we need to think of physical needs, special
58		learning needs, a range of needs. I think we have to think about the
59		structure first. If I was going to do it, I would get it in place and then do
60		it. Not we're doing it, and so let's get it in place. I think it's a case of
61		making sure you plan to do it, your people are good and then doing it.
62		Not the other way around of let's do it and let's get this right. I think you
		need to get it right first and then do it.
63	A1:	Do you think the inclusive school is possible?
64	B:	Oh, I think it's possible all right. I think that we're working towards it
65		and this is a good model of what it can be.
66	A:	How many students do you have accessing the learning support program
67		from your classroom?

68	B:	Within my classroom, well, I teach the second tier of Numeracy and
69		within that, seven of my twenty children access learning support. In
70		Literacy, or even when I have the rest of my class, I would only have two.
71	A:	Do you feel that the learning support model that is in place is a workable
72		model, or there's lots of room for improvement?
73	B:	It's a workable model. I think there is room for improvement, but when I
74		say that, that's not a criticism of the learning support team, but I think
75		planning-wise, I have room for improvement? I think the activities
76		planned for learning support could have room for improvement as well?
77		But I think that's more because they have to work within what we do?
78	A:	Okay, so do I understand this correctly, that when you have a learning
79		support teacher coming into your class, they would need to base their
80		activities on what you have planned for that lesson?
81	B:	Yes- which we do everyday, and we forward these plans to them, two
82		weeks ahead of the class.
83	A:	Would you give me an example of a typical support session where there
84		is a plan in place made by you, and the learning support teacher comes in-
85		how would that go through?
86	B:	Well, the learning support teacher comes in- and we do the range of the
87		activity together- we sit down and do our WALT and WILF together. The
88		WALT is 'What Are We Learning Today' and WILF is 'What Am I
89		Looking For'. And that's the big thing- knowing what it is it I need to be
90		doing in order to be successful. So for example, we're doing a dragon
91		story at the moment? So we put on the board, we are doing an open
92		paragraph and we're looking for – Okay, We Are Learning Today: how
93		to write an open paragraph. What I'm Looking For: 4 wild words and the
94		ability to use level four punctuation, from the punctuation grid. So to do
95		this, we do a brainstorm as a whole group for about ten minutes. Then we
96		turn on some music and we have the opportunity to write. Now, that's the
97		main class. The learning support group gets all of that but also the one-
98		on-one support of the learning support teacher. So basically, they get the
		same lesson, but with a little extra support.
99	A:	So they remain a part of the group when you are running through the
100		objectives and the lesson?
101	B:	Absolutely. It's all about being successful. Once you've completed what
102		you had to do, you've been successful. Sometimes, it's a delicate juggle,
103		because you don't want to over-simplify, but you also want them to
104		benefit from the lesson. So it's making sure there's a bit of a challenge
		and stretch there.
105	A:	Okay, so I understand that you do differentiate outcomes to a degree
106		when necessary. How flexible though do you consider the curriculum to
107		be in your being able to differentiate the delivery of it?
108	B:	I don't feel greatly hamstrung by the curriculum. I feel like I've got
109		flexibility to go and do different plans should I need to.

110	A:	And the planning for the outcomes, do you do it group-wise according to
111		the levels the children are at?
112	B:	Oh absolutely, differentiate according to the four groups we normally
113		have here. Three, sometimes, but four most often. It just represents the
114		range we have in our classes, I think.
115	A:	What do you feel are the pros and cons attached to the scheduling of the
116		learning support program as it stands?
117	B:	We're really fortunate with that as our scheduling for Literacy is the first
118		hour of the day and Numeracy is the second hour and we get learning
119		support for those two-hour blocks of the morning three times a week. Our
120		children in learning support also get support during Arabic, as they have
121		got a special dispensation for that.
122	A:	Okay. My next question has to do with peer support and acceptance?
123	B:	Well, that's a fairly interesting one because in my class I've got two
124		children and for one of them the progress socially has been fairly
125		fantastic. She's been doing so well. I mean, we're talking about a person
126		who didn't know the names of the other children in the class. It was that
127		difficult. Who would often say, "Hey you!" despite being with them for
128		more than a year, but she has made tremendous progress on that front.
129		Which is fantastic. And the other child I suppose we could say has
130		ADHD and reading difficulties, but a hopelessly funny guy. But yet, I've
131		approached it in a holistic way as one of the goals being at the end of the
132		year, for him to be nearer to everyone in his class? I know he can talk to
133		them and he needs to be a part of this in school, and I've provided him
134		that progress. And interestingly, I think cognitively too, that
135		understanding of his place in the classroom has helped him to see who his
		friends are in this classroom and seeing him flourish with that, has been
		rewarding.
136	A:	In your mixed-ability grouping, do you find that the more able children
137		readily help the ones who need extra assistance?
138	B:	Oh yes- and I think that's because we just have such beautiful children. I
139		mean, the kids in my class all happily help. They are understanding of the
140		needs, by and large.
141	A:	How about parent involvement? Is it easy to come by or it something that
142		needs effort?
143	B:	I've had fabulous help in my class. Unfortunately with the children with
144		special needs in my class, this is not the case though- not because the
145		parents don't want to, but because they have incredibly hectic schedules
146		and so consistency is not happening- and I talk about consistency in doing
147		work with my kids- it's very important a it makes the work easier. But
148		unfortunately with these two children, that is not the case. And I don't say
149		that we have failed at this, because we have made progress, but we could
		be achieving more with consistent work.
150	A:	And reporting on your children with SEN?

151	B:	Same format. I assess according to the same way that I asses every child.
152		The learning support section will provide an additional report as well, but
153		the report card from me is to inform parents of their child's progress at a
154		Year 4, level and to inform them in a way that does contain a real picture
155		of where they actually are, because progress is one thing- but being able
156		to- parents want to know- deserve to know- where their child is and what
		they need and they find difficult.
157	A:	Okay. Thank you very much for sparing me the time to answer these questions.
158	B:	Oh, you're welcome.

B.2.i. OBSERVATIONAL ACCOUNT
LEARNING SUPPORT SESSION

Grade: 4

Day: Wednesday

Date: 23.05.07

Time: 11.05 a.m.- 11.50 a.m.

Subject: Literacy

Type of Session: Small-Group Session

Lesson Plan: Spelling- '-ay', '-ai' and magic 'e' rule

Key: LST = Learning Support Teacher

                        S1 = Student with SEN 1

                        S2 = Student with SEN 2

                        S3 = Student with SEN 3

                        S4 = Student with SEN 4

                        S5 = Student with SEN 5

                        O = Observer

Lesson Observation:

11.05 a.m.   Students enter LSU section.

                        Students move to sensory motor area outside LSU and work
                        independently on different activities.

11.10 a.m.   LST calls students into LSU.

                        LST introduces O to students, explaining O will be sitting in on
                        their session and taking notes.

                        LST stands in a circle with the students and they begin their
                        Brain Gym exercises.

                        They go through Brain Buttons, Cross Crawl and Hookups,
                        looking at the poster on the wall depicting each exercise
                        whenever needed, with music playing in the background. LST
                        reminds them of their brain receiving oxygen as they go through
                        these exercises.

                        LST corrects students as necessary, when they get distracted,

bringing them back to task.

LST asks students what the next part of their routine is as they transition from one exercise to the next.

11.15 a.m.	S1 excited, talking loudly and moving excessively, not keeping up with current activity.

LST corrects S1 and S1 resumes exercise.

Students exercise together, but then S2 and S4 start giggling.

LST corrects S2 and S4 in a quiet voice, "S2 and S4, what happens when we don't do our exercises as we should?"

They reply, "Our brains don't get all the oxygen we need to work."

LST says, "That's right. So we can have our fun and jokes after we've done our work, because otherwise we won't be giving our brains what it needs to do our best work."

S2 and S4 continue with exercises quietly.

LST says to S5, "Thank you being such a sensible boy today, S5."

LST and students complete the Brain Gym exercises.

11.20 a.m.	LST moves to the whiteboard while students get a piece of chalk each from the board and take their places at the table.

LST starts drawing lazy eights (8 in a horizontal position) on the board, retracing path over and over. Students do the same on the table with chalk, talking in between to each other.

LST says, " Now this is what I asked you to do. Are you listening? If you are, how do I know you're listening?"

Students settle down to continue with task quietly.

LST gives specific instructions to students on how to make sure they have only one line along the path they are tracing.

LST says to S1, "You're doing really well. Keep going- and don't talk halfway through. Make sure your eyes are watching the chalk."

After two minutes of this activity, LST asks students to put away the chalk.

S2 instructed to collect student books from the cubbyholes.

LST goes over with S2 to help, instructing S3 to get pencils.

11.25 a.m.	Students take about two minutes to settle, with LST reminders and direction.
	LST says she is going to draw the letter 'a' on the board, and asks them to review the long /ā/ sounds, writing 'ai' and 'ay' on the board as well, asking if they make the long /ā/ sounds.
	LST asks students, "If I want to spell rain, which of these will I use to spell it?"
	Students reply, "'-ai,'" and LST puts the word up on the board.
	LST asks the students to tell her the spelling rules, checking if they remember that 'ai' goes in the middle and 'ay' goes at the end, almost always.
	Students do so.
	LST asks, "Who can tell me the magic 'e' rule?"
	LST asks S1 to tell her the magic 'e' rule, and S1 does not answer, twiddling the pencil he's holding.
	LST says, "Sit up, S1" and prompts him to give the answer, which he does.
	LST explains the rule in review to the students, taking pencil out of S1's hands as she does so. She writes 'magic 'e'' on the board and works through some examples with the students. She also runs them through word without the magic 'e', pointing out the difference.
11.30 a.m.	LST asks the students to write the date, short or long form, in their notebook.
	S3 looking around.
	LST gives S3 a reminder to start, asking S3 to repeat the instruction given. When S3 cannot, LST repeats the instruction.
	LST says, "Let's do our Listening Brain Gym."
	All students stop what they are doing and begin to massage their ears.
	LST says, "Good, you've done your Listening Brain gym and now I know you're listening."
	LST gives the students instructions for the activity they are to do:
	"We're going to do a dictation story- you know what that's

about. I will read a sentence out loud to you once. Then I wait a bit and then I read it out to you once more. What you have to do is listen very carefully- this is also an exercise to help with your memory, okay? That's one thing you've got to remember- the sentence. The second thing is you've got to listen for the letter sounds. Then you've got to apply the rule and think about how you're going to spell the words. The you've got to write it down in your best handwriting, choosing the spelling rule you will need to use for those words," pointing to 'ai', 'ay' and magic 'e' on the board. And how do we start sentences?"

S2 says, "Punctuation- capital letter."

LST says, "And?"

S2 and S3 says, "Full stop."

LST repeats, "Full stop. Now you're going to write number one in the margin, and I'm going to read the first sentence to you."

Students do as they are told.

LST reads, "The fir tree is one fire."

S4 asks, "What's a fir tree?"

LST replies, "A fir tree is what you find in very cold countries, rather like a Christmas tree."

S2 asks, "In Canada?"

LST replies, "Yes, they can be found in Canada."

LST repeats the sentence.

LST tells students, "Write out the sentence using 'ai', 'ay' or magic 'e'."

Students write in their books.

LST says, "I've been looking at some of your work. I want you to think about the word, 'fir'. Not the same as 'far', it's 'fir'. So what would the vowel sound be there in the middle? Don't say it out loud. Think. You may not have done it right. Think. Then think about the word 'fir' and 'fire'. When you say the word 'fire' it should give you a really good clue as to what that vowel sound should be."

Students write in their books.

LST reads out next sentence, " Now next one, number two. 'Get

rid of her and we will go for a ride.' Longer sentence. Think it through. 'Get rid of her and we will go for a ride.'"

Students write in their books, while S3 leans to a side, with her head on the table.

LST reminds S3 to sit up, handing her a sloping board. S3 uses this to write.

11.35 a.m.	All students quiet.

All students quiet.

LST says, "Well done. Okay, next one."

LST reads out the next sentence, "The smell of this paint will make me faint today."

LST prompts, saying, "Think of your long /ā/ sound.

LST repeats the sentence.

LST watches students work and praises them.

LST says, "Sentence number four- last one. Have you paid the maid today?"

LST adds, " And that's a question so think about what you need to add at the end of that one." LST repeats the sentence.

LST goes back to the board, cleans it, and writes:

ai	ay	magic 'e'
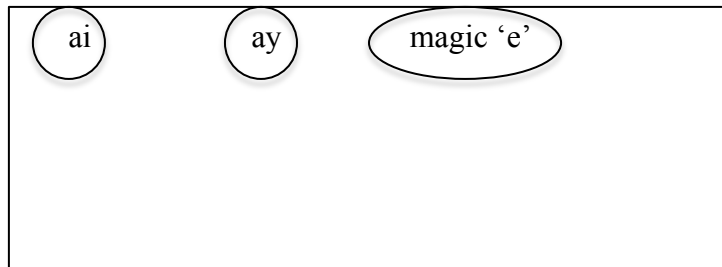
LSt asks the students, "Do you think that last sentence was a question? Or was it a statement?"

S2 replies, "Question."

LST says, "Right- it was a question."

LST sends S2, S3, S4 and S5 to the board to write their words under the corresponding sounds, very quietly.

11.40 a.m.
LST goes to S1 and squats beside him at the table to correct his work. LST corrects his work, asking him about a letter in 'fir'.

S1 says he sometimes forgets.

LST pulls out an alphabet strip, saying, "Never mind if you

forget. You can always use this to help you." She goes on to help him through the spelling.

S1 joins the other students at the board, filling in his words.

LST praises all students at the board, individually.

LST asks S4 to show her her book. LST looks at it and then moves on to next student, asking student to do the same thing.

LST asks S1 and S5 to get some chalk and work on the chalkboards in the meantime.

11.45 a.m.	LST works with the students whose books she is correcting, while S1 and S5 add more words on their two boards.

LST finishes what she is doing and says, " Counting to five- all kids move to the centre. 1-2-3-4-5"

S1 still erasing chalkboard.

S1 moves to the centre, joining the others in a circle.

LST has a ball in her hands and says, " If the word I call out has an 'ai' spelling pattern, stand and catch the ball. If the word has an 'ay' spelling pattern, squat and catch the ball. "

Everyone gets a turn as LST calls out words.

When done, students line up at the door, as LST comes to the door with some stickers.

LST asks each student to give her an 'ai' word or an 'ay' word as they leave, and they are given a sticker for doing that.

B.2.ii. SCHOOL B- LSU LAYOUT

Whiteboard

Noticeboard- IEP Targets

French Windows

Numeracy display

Filing Cabinet

Free Choice Activities

Bookshelf

Stationery Shelf

Cushions (Reading Corner)

French Windows
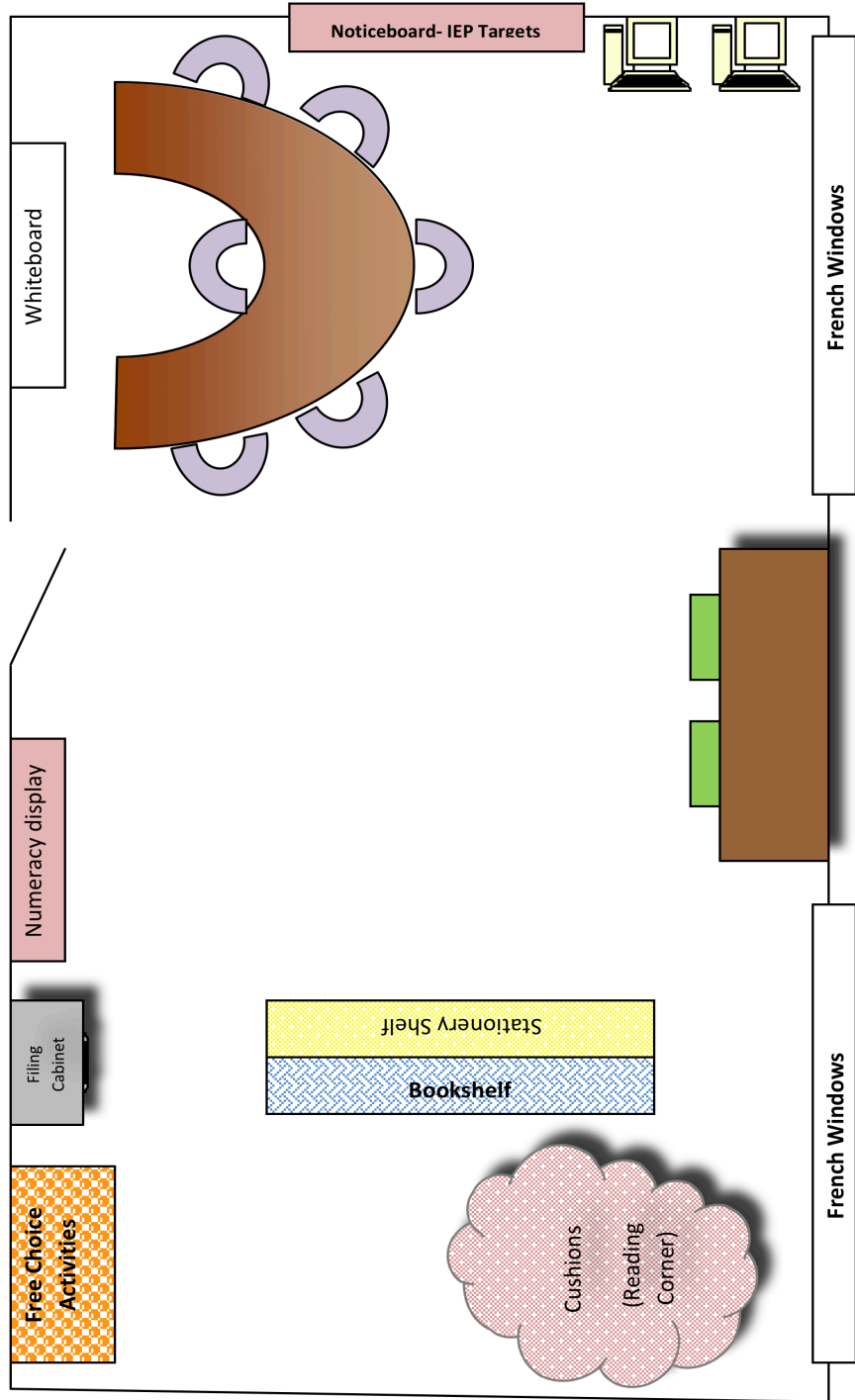
B.2.iii. OBSERVATIONAL ACCOUNT
CLASSROOM SESSION

Grade: 4

Day: Sunday

Date: 10.06.07

Time: 7.55-9.15 a.m.

                                  (Double Session)

Subject: Literacy

Type of Instruction: Direct Instruction

                                  Discussion of Work Example

                                  Independent Work

Lesson Plan:

1. Whole Group Instruction- Writing a recipe & using punctuation
2. Reading an example of a recipe
3. Students to create a recipe in copybooks
4. Students to assess their work

Key: T= Teacher

                                  S1= Student with SEN 1

                                  S2= Student with SEN 2 (Absent)

                                  CM1= Classmate 1

                                  CM2= Classmate 2

                                  CM3= Classmate 3

Lesson Observation:

7.55 a.m.   Teacher does a roll call.

                                  Students are seated on the mat.

                                    While T takes roll, he catches up with the students' weekends.

                                  T stops roll call mid-way and asks a student to recall rules.

                                  Student says, 'When the music is on, you can talk. When it's off, you have to stop talking and listen to T.'

	T repeats rule and reminds students to follow this.
	T continues with roll call.
	T then reviews day ahead, and then the week ahead with the the students.
	S1 encouraged by T that he's doing good listening.
	Students ask T questions about the day ahead, and he clarifies.
8.00 a.m.	T instructs students to have a drink of water and then get back to the mat to do their brain gym exercises.
	Students go to their desks to drink from the bottle of water they each have in their individual places and return.
	T praises those who have done well.
	All stand in place.
	Students go through:
	• Brain Buttons
	• Tibetan energizer
	• Hook-ups
8.05 a.m.	T praises students intermittently for going through their exercises so quietly that he can lower his voice even more and still be heard.
	When finished, T asks students to, 'Get your writing journals, put them on your desks and then move to the whiteboard.'
8.10 a.m.	Students sit on the mat quietly, completing the given instructions.
	T praises one of the students for being so quiet and gives him a house point.
	T tells students, 'We are going to write a recipe today,' drawing their attention to the whiteboard where he already has task instructions on the board.
8.15 a.m.	T tells students that they are to combine ingredients and directions to create a recipe.
	T runs through what is on the board, writing under columns as he goes along (shown in table below in red).

On the Board:

	Punctuation	Cooking Words	Task Words
, ? ! . (2) To be successful- 2/4 Taste describing words (3) Cooking describing words (4) Checklist- go through with buddy if you have the (2) (3) (4) to be successful	? question , more info/list/break up adjectives . end of sentence ! to show meaning	bake cook fry boil roast toast roll baste stuff mix set	sour sweet creamy delicious chunky scrumptious mouthwatering crispy

All students quiet on the mat, listening attentively.

8.20 a.m.	T constantly praises every effort, as he asks questions, checking for understanding.
	Students call out answers by raising hands.
	T writes words on board. Adds a few more. T praises individual students intermittently.
8.25 a.m.	T hands out homework for the week, saying this is an example of a special Tibetan curry.
	T asks S1, 'Can you read out the first, few lines?'
	S1 reads, 'Three cloves of garlic, one small piece of ginger,' and so on.
	T asks, 'So what are these?'
	S1 answers, 'Ingredients.'
	T replies, ' Okay, good- read on.'
	After S1 finishes reading the list of ingredients, T asks another student to continue reading. T asks other students to read bits of the recipe as well.
	All students looking into their sheets and are very quiet.
	T comments on those reading, praising efforts.
	T says to class, 'Hold onto your paper. In your recipe, you need to use the words on the board. Now get up, shake out your arms and legs. Move to the smart board and sit down.'

	Students do as they are told.
	T then says, 'You have to prepare your recipe for this person-,', showing them a picture of Cookie Monster.
	T says, 'So follow the format we've talked about- title, ingredients, directions- for this person.'
	T reminds students about what they to have in their work to be successful at this task.
8. 30 a.m.	T sends students back to their places to work on the recipe. He keeps certain students back on the mat and puts on some music.
	T goes over what needs to be done with the group of ten students on the mat.
	T asks, 'Okay, who is feeling more confident now?'
	Five hands go up.
	T says, 'Okay, off you go. Whoever would like to ask me a few more questions, wait here.'
	T goes over and puts off music.
	T speaks to the class, clarifying the goal of the recipe writing, which is to practice what's on the board.
	T says to them, 'Once you hear the music, you need to start writing.'
8.35 a.m.	T puts on the music.
	Three students on the mat clarify more questions. One by one they leave the mat, as T answers the questions.
	T puts off the music.
	T says, 'Let me clarify again because maybe I haven't been clear enough. Remember the goal is to write a recipe using title, ingredients and directions, using these goals on the board. '
	T turns music back on.
8.40 a.m.	Students resume work.
	T circulates among students, reading out different titles from student books, patting each student on the shoulder as he moves along.
	T then says, 'Okay, so now you can write out your list of ingredients.'

Students continue with work as music plays.

CM1 gets up and grabs a pencil.

CM1 sits down, and then gets back up again, looking for a sharpener. T silently hands him one.

CM1 goes back to the table, displaying the sharpener to other classmates.

CM1 then goes to the bin and sharpens pencil. He then coughs very loudly.

CM1 coughs again loudly as he returns to his place.

T comes over to CM1 and gives him a quiet reminder, 'CM1, I need to see you working on that recipe.'

CM1 nods, and begins to write- or rather, attempts to.

8.45 a.m.

T says, "Okay- five minutes writing time is up! Stop-Look-Listen. Excellent writing work, everyone! Best work this year!"

T asks students to read out their list of ingredients. T listens to different students as they read out their lists.

T asks S1 to read his list.

S1 begins to read, and then T says, "Oh, stop. Some people are still writing when they shouldn't be!" (CM1 still writing)

Those writing stop.

S1 resumes reading his list. When he finishes, T praises S1 effusively.

T says to the class, "Hands up if you've used…", pointing to punctuation marks on the board one by one, as students respond accordingly.

Students also tell T about extra punctuation they've use, like brackets, colons, bullet points, etc.

T then says, "Okay, hands up those who used one tasting word," and students respond. T then asks for those who've used two, and then three and then four of those words, praising after each show of hands. He repeats the same process for the cooking words as well.

8.50 a.m.

T reviews objectives again.

T starts music again for another five minutes of writing.

CM2 calls out, "Mr. T!"

T answers, "Yes?"

CM2 says, "No, never mind."

T checks, "CM2, you okay?"

CM2 says, "Yes."

T says, "Great, because once the music starts, I won't be talking again for another five minutes."

CM2 nods, and continues writing, as the others are doing.

CM2 asks T, "Mr. T, how do you spell 'dough'?"

T says, "Just try," as he moves away. "Spelling is not one of the goals for this morning."

8.55 a.m.	All students are writing.

CM2 has written a sentence and a half so far. T goes over to CM2 and pats him on the back, saying, "Good boy! Great job! Keep going."

CM2 asks T, "What's 'stew'? Is it a mix?"

T explains the word, with his hand on CM2's shoulder.

T goes to board and puts music off.

T turns to class and says to a student, "You had this word, 'grate'- so good! And you, CM2, had a good word, too- a really good word," and writes 'stew' on the board.

A student says, "I used to word 'soak'." T praises this student and explains the word to the class.

T then says another person used to word 'rinse'.

Students call out other words- mash, spread, etc. with T praising students as they do so.

CM1 is out of his seat. He gets a sharpener, sharpens his pencil and then returns to write.

T asks the class if they know the meaning of the word 'dice'.

Students volunteer answers.

T asks class, "Hands up if you'd like more time to write? Excellent- because that's just what I want you to do. S1, come and read your words to me."

S1, CM2 and another student go over to T.

T says, "Sorry, guys, I'm with S1 at the moment, so you guys need to continue working." The other student returns to his

place.

T says, "Yes you may, CM2."

CM2 leaves classroom.

T and S1 work together.

9.00 a.m.	CM2 returns to classroom, going straight back to work.

T puts off the music and reviews the goals again. T goes over to CM2's table. He says to the class, "Excellent to see people like CM3 going over their work, checking to see if he's actually done all the objectives on the board."

9.05 a.m. T says, "Stop-Look-Listen!" and turns off the music. "I want you to write on the page next to where you have been writing:

1. Punctuation (2)
2. Taste Words (3)
3. Cooking Words (4)

If you have two types of punctuation, give it a tick. Next, taste words," and carries on explaining.

T goes to different students, helping them tick off after checking their work.

Students check with T if the words they have such as dissolve and spray are correct, and T replies to their queries.

9.10 a.m. T says, "Stop-Look-Listen! Shortly, we are going to the ICT room. Beautiful work! Hands up if you've been successful in all these goals. Hands up, mostly all goals. Hands up- started to be successful in doing what I wanted?"

T calls out to certain students to collect the copybooks and put them back onto the shelf.

T tells calls, "Line up at the door."

Students and T leave the class.

B.2.iv. SCHOOL B- CLASSROOM LAYOUT

| Whiteboard | Smartboard |

Mat

Charts

Charts

Resources

S1

Majlis Tent

Bookshelf
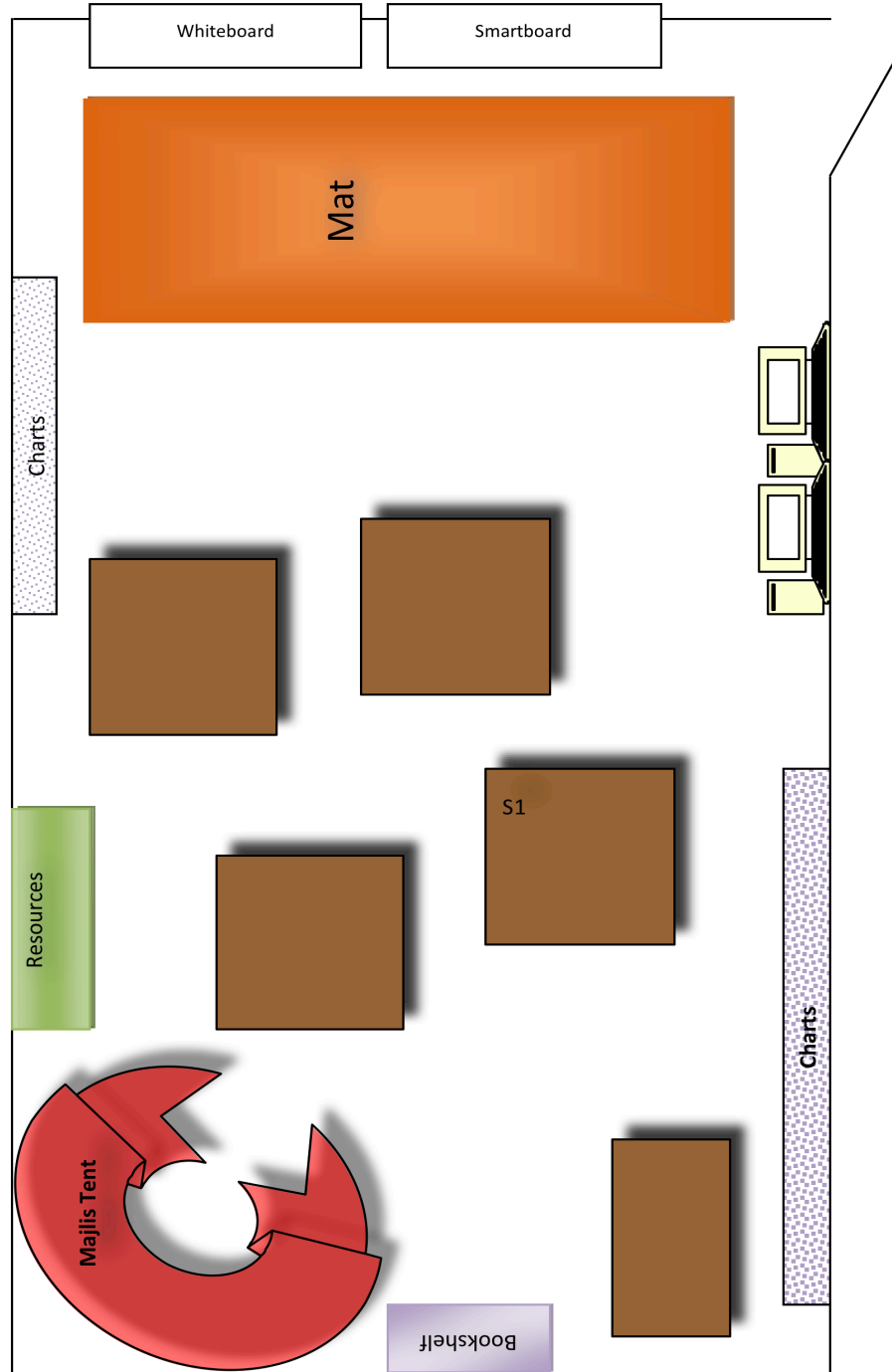
B.2.v. OBSERVATIONAL ACCOUNT
CLASSROOM SESSION WITH IN-CLASS SUPPORT

Grade:	4
	(Class streamed by ability- Lower Set)
Day:	Sunday
Date:	03.06.07
Time:	9.25- 10.15 a.m.
Subject:	Numeracy
Type of Instruction:	Interactive Instruction
	Independent Work
	Additional: In-class Support
Lesson Plan:	Convert multiplication problems into division problems
Key:	T= Teacher
	LST= Learning Support Teacher
	S1= Student with SEN 1
	S2= Student with SEN 2
Lesson Observation:	
9.25 a.m.	T asks students to sit in a circle on the mat.
	T says, "As it's Sunday, let's review our multiplication tables."
	One student goes around the circle of students touching student heads, counting in multiples of 5 saying 'blast off' on the agreed number (25 for this round). Then reverses count, saying 'blast off' on zero. At blast off, student whose head is touched leaves the circle.
9.30 a.m.	Students take turns, carrying on till all have been 'blasted off'.
	LST enters the room mid-way through the game, and sits down, close to the group on the mat.
9.35 a.m.	Game ends. T asks all the students to come and sit back on the mat reminding students to put chairs back properly and quietly. Students do so.
	T reviews commutative property of 5:
	E.g.;
	5 x 1= 5

	$1 \times 5 = 5$
	also, $5 \div 1 = 5$
	T and students work on other examples as well.
9.40 a.m.	T asks a to student to explain arrays.
	T draws out what the student explains.
	T puts onto the board:
	$7 \times 2 = 14$
	Asks a student to use the commutative property of 7 for the example.
	Student answers, "$2 \times 7 = 14$"
	Then T asks student to change this into division.
	Student answers, "$7 \div 2 = 14$"
	T then asks student to work out $14 \div 2$.
	Student answers, "7.
9.45 a.m.	T tells students to look at the board to see what they need to do in their groups.
	On the board:
	$6 \times 5 = 30$
	$30 \div$ ---- $=$ -----
	Students are to fill in the blanks.
	Students are quiet on the mats and then begin to raise their hands with the answer.
	T calls on a student to answer. Student gives the correct responses.
	T writes on board:
	WALT- Convert times problems into division problems
	T turns back to students and explains to them what the word 'converts' means, giving an example.
9.50 a.m.	T sends four students to the shelves to get student copybooks.
	T calls out a few students to work with her on the floor.
	Others go to their seats at the grouped tables.
	T asks S1, "What can you do if you finish early?"
	S1 answers, "Play Math games."
	T asks, "And where are your Math games located?"
	S1 answers, "Over there," pointing to a shelf with a tub on it.
	T recounts what's in the tub on the shelf.
9.55 a.m.	S1 goes to her seat.
	LST is at this table, with S2 and other students.
	Students on the mat with T are instructed to get their mini

whiteboards out and do so.

LST moves from student to student between tables, helping when needed.

T puts up work on the board, similar to what was explained.

T moves around classroom checking if students are settled and working.

Students on the mat work on their problems on the mini whiteboards.

T tells students on floor to stop what they are doing, explaining once the lesson once more with more examples.

T then sends these students back to the table, reinforcing the meaning of the word 'converting' as they move to their places.

10.00 a.m.	LST stands next to S1, helping her by talking her through her work.
	LST moves away from S1 to other students.
	Students who finish the given task begin to move to the tubs with math games in them and settle down to play quietly.
	Noise level remains low, despite different levels of activity in classroom.
10.05 a.m.	T moves to students working independently on the mat and reminds them to play quietly. Noise level reduces.
	All students work happily and quietly on their different tasks.
10.10 a.m.	T instructs class to put away all equipment and sit on the mat.
	T praises how well the students have worked.
	T then stands and goes over to the board, and starts to work out every sum on the board with the students help.
	When finished, T tells students that this work is a stepping stone to long division problems which they will be doing more of in Year 4.
	Students told to tiptoe away quietly to get their snack boxes.

B.2.vi. SCHOOL B- CLASSROOM LAYOUT WITH IN-CLASS SUPPORT

Resources

Bookshelf

Charts

S1

S2

Smartboard

Whiteboard

Mat

Charts

Teacher Desk

Window
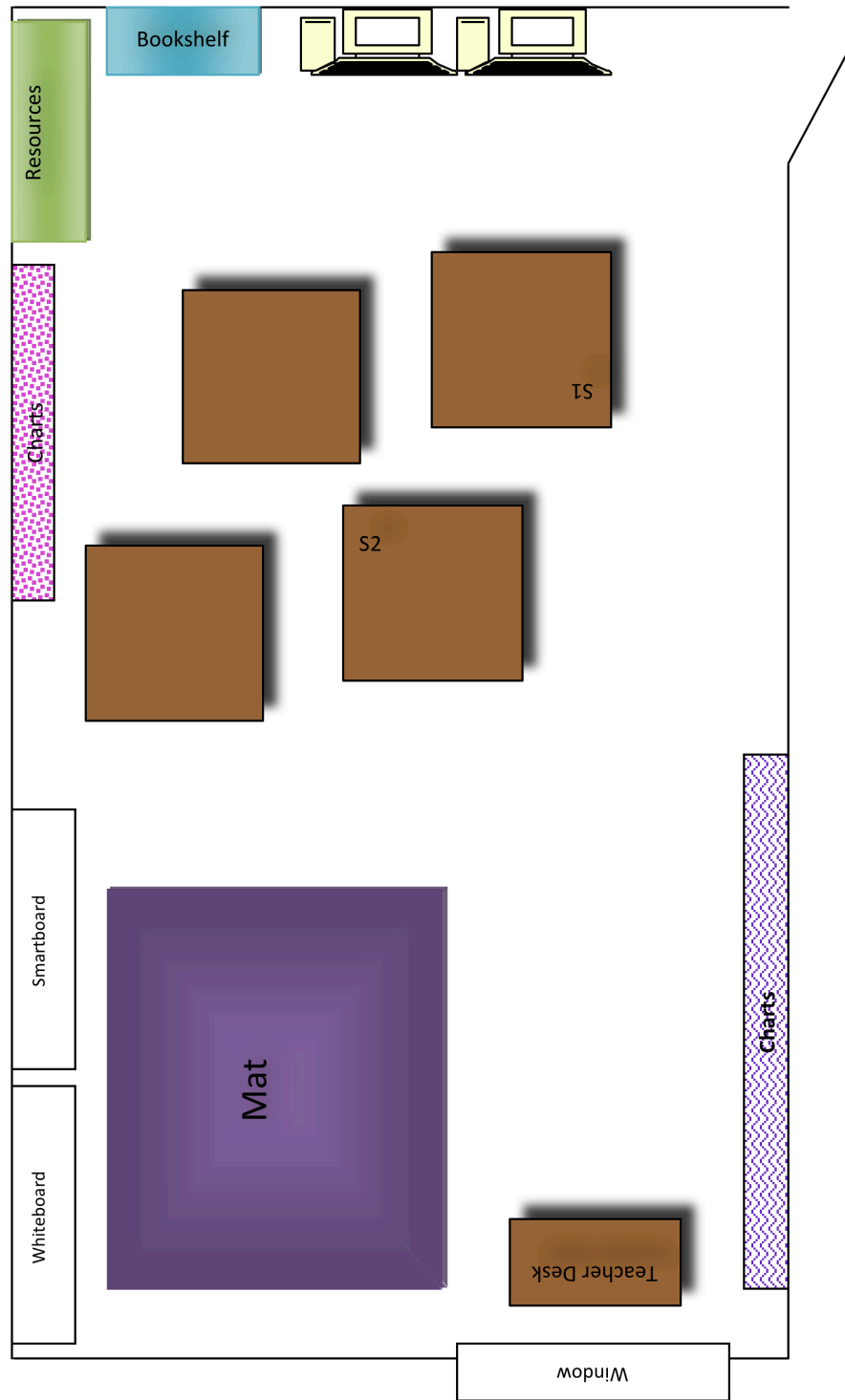
B.3.i. SEN POLICY DOCUMENT

<u>School</u>

<u>Special Educational Needs Policy</u>
<u>April- 2007</u>

<u>Ethos</u>

At　　　　we welcome children with a variety of academic backgrounds and abilities. The school strives to provide a safe, stimulating, supportive, happy and secure environment for children with mild to moderate special educational needs. We support our teachers as they enable children with SEN (Special Educational Needs) access all areas of the curriculum within the mainstream school environment and in the community. We support our children to enable them to achieve their potential academically, socially and personally by recognizing their individual differences, needs, strengths, weaknesses, experiences and interests. We support our parents as partners in the education of their child.

As teachers monitor children's progress and provide appropriate learning experiences to stimulate, challenge and reinforce learning, they will identify both, children of exceptional ability as well as those who display greater difficulties than their peers. The provision for the special educational needs of these children will be in keeping with the schools policies and the specific requirements outlined in this policy.

<u>Definition of Special Educational Needs</u>

- Children with special educational needs may include those with learning difficulties, emotional and behavioural problems, physical disabilities, language based difficulties, medical conditions and those of exceptional ability (gifted and talented).
- The needs of a student are considered different when a child has significantly greater difficulty in learning than the majority of children of the same age, or when a child's disability limits or denies the child's ability to use educational facilities.
- A student is said to have SEN:

1- When he/she makes little or no progress even when teaching approaches are particularly targeted to improve the student's identified area of weakness.

2- Continues working at levels significantly below those expected for children of a certain age.

3- Presents persistent emotional and or behavioural difficulties which effect his/her learning and social interactions.

4- Has sensory or physical problems and continues to make little or no progress despite the provision of personal aids and equipment.

5- Has communication/interaction difficulties and requires specific individual intervention in order to access learning.

Whenever possible, provision for these students will be made by class teachers and specialist teachers to ensure that they have access to the whole curriculum. The enhancement department will provide additional support to meet the needs of these students as required.

Students who experience difficulties with learning solely because English is their second language are not considered as having Special Educational Needs.

<u>Aims of SEN provision at</u>

- Enable and ensure that all students with SEN realize their potential.
- Provide equal opportunities and high achievement for all students with SEN.
- Identify a child at risk as quickly as possible and take early action to meet these needs.
- Plan strategically to improve accessibility of the school's premises and curriculum for all students.
- Monitor progress and review goals regularly.
- Work in partnership with students and parents to reach targets and goals.
- Use a multi-disciplinary approach to provide support at school and through outside agencies to meet the needs and develop skills of students with SEN.
- Prepare students with SEN for successful transition to secondary school.

Identification of SEN at _____ School

- Teachers who have concerns about a child's learning consult with the SEN co-ordinator/teacher to discuss concerns and steps they have taken/can take to address these concerns.
- The class teacher fills in an Initial Concerns Form (available to all teachers in the administration folder). This form can be filled in at any time during the school year.
- Head teacher is notified and file is opened in *the learning support section*[4] for records.
- Parents are contacted to share their thoughts, listen to their concerns and discuss benefits of screening/assessments.
- Student records are closely examined by teacher/ *learning support* co-ordinator.
- Formal assessments, screening, observations are completed as necessary by *learning support* co-ordinator.
- Outcomes of assessment and further action to be taken, level of support if required are discussed by teacher and *learning support* co-ordinator.
- Teacher, *learning support* co-ordinator and parents meet to discuss outcomes and possible course of action.
- If required parents will be referred for further assessments or therapy for their child outside school.
- A formal letter is sent to parents with a consent form.
- Once Consent Form is returned, the student's name is added to the *learning support* register.
- The school office will send parents an invoice for additional support services.
- An IEP (Individualised Education Plan) is written within the next two weeks. Parents and student are also asked for their input.
- A meeting is held with teachers and parents to discuss IEP.
- A home programme is given to parents based on the needs of the student.

New admissions of children with SEN into the school.

- Places in the *learning support* programme is limited and new children applying for a place with SEN must register as all new applicants to the school do.
- If a child is identified as having SEN from previous records or the application form, the *learning support* co-ordinator is notified and all relevant documentation is passed on to her/him.

---

[4] Italics in blue print indicate an identifier has been replaced by a more generic term to maintain confidentiality.

- The *learning support* co-ordinator will examine the student's records and may ask to assess the student, carry out observations in the student's school or at   , or refer the student for further assessment.
- It is crucial to ascertain that the school is able to meet the long term needs of a student before offering a place.
- It is important that the *needs of the student and the needs of all students in school are considered* when accepting a student.
- Parents of students offered a place need to understand that they are required to be involved and are partners in the education of their child.

Programme Set-Up

- The department is currently staffed by two teachers and a learning support assistant. One of the teachers acts as *the learning support coordinator* and will be allotted time to co-ordinate SEN in school.
- A part time private teacher works with students who require extensive support to access the Literacy and Numeracy curriculum at their level.
- Parents come in to school and work with their child on specific programmes with/without input from the SEN team.
- The number of students requiring additional support is limited to four per class, ie: eight per year group.
  This is to ensure that students with SEN are given the support they require to meet their needs in the mainstream classroom. Large groups of students with SEN in one classroom seriously limit the ability of the classroom teacher to meet their needs effectively whilst catering to the needs of the other students.
  Small group instruction provided by the *learning support* teacher to develop specific skills/address specific issues can only be done effectively in groups where the number is limited to eight students.
- All students are based in their mainstream classrooms and are the responsibility of their respective classroom teachers. Based on the needs of the student, the level of support is determined. There are four levels of support:

Level 1- additional support in one subject area.
Level 2- additional support in two subject areas.
Level 3- additional support in two subject areas + withdrawal
Level 4- additional support provided by private tutor for literacy and Numeracy.

- Support provided is reviewed periodically and students move either up or down levels based on their needs. According to the hours available and the individual student's needs the *learning support coordinator* will draw up a time table for the support of students in class or for withdrawal.
- Individualized Education Plans:
1- All students in the programme will have an IEP. The first IEP is written at the start of the school term (last week of September and reviewed at the end of February). The second IEP is written at the beginning of March and reviewed at the end of the school year (second week of June).
2- An IEP is written for each subject/skill area based on the needs of the student.
3- Every IEP will set out a long term goal and five achievable targets. The IEP will also include strategies for delivering the targets, resources, time frame, support staff and criteria for assessment.
4- Parents, students and teachers will be involved in setting targets for the IEP.
5- Targets will be displayed and students will be reminded of the targets they are working towards achieving during learning tasks.

6- Students will also be involved in reviewing their performance in achieving these targets.

7- Reviewing targets/performance is a continuous process.

- All students in the programme will also have an Accommodations List available to all teachers detailing accommodations to be provided during lessons/assessments.
- Students are supported in class as well as withdrawn to work on specific skills.
- All teachers will have access to an SEN pack: the pack contains information on specific disabilities, conditions/disorders and intervention strategies.
- Students will use brain gym/movement, follow specific programmes, receive additional therapies, use educational aids based on their needs, as required at school.
- Students with SEN who achieve targets, are able to access the curriculum with differentiation in the classroom and do not require additional support will be removed from the register during periodic reviews. These students will continue to be monitored to ensure they are achieving their potential and being successful at learning.

Assessment/Testing within the school for students with SEN

- Teachers and *learning support* staff need to discuss the needs of each student before assessments to ensure students with SEN are given a fair test.
- For external tests (Year 6-SATS), early discussion is critical so accommodations can be applied for.
- Students with SEN may carry out tests in a small group situation with *the learning support* teacher to reduce stress and allow for special accommodations as: assistance with reading during Numeracy tests, additional time, modified tests, short breaks during testing, scribing or use of computer for longer writing tasks.
- Students with SEN working at a different grade level than their classmates may take the tests as appropriate for them.
- In day to day assessments students should be assessed on their progress towards their IEP goals or specific differentiated targets set for the activity.

Gifted and Talented (need help with this)

At   we have an ethos of high expectation for all students and aim to develop the full potential of every student. A gifted student is one who shows evidence of potential for higher academic performance in a specific area/areas and therefore requires additional input to achieve his/her potential to avoid underachievement.

The main provider of opportunities for more able students will be the class teacher through differentiation of task or outcome. Additional support to challenge will also be provided through------

- Student's will be provided stimulating educational experiences appropriate to their ability to realize their potential.
- Teachers will use the student's knowledge and experiences to provide challenging content and work in areas of interest.
- Teachers will encourage self-regulation to address time management, goal setting and record keeping.
- Teachers will increase student's academic confidence in the classroom through appropriate classroom strategies with emphasis on responsibility and choice.
- Parents----------------------

Class/ Specialist Teacher's Responsibilities

- Teachers are required to discuss concerns about students in their class with enhancement staff if they have concerns about a student's academic performance, behaviour, study/social skills, communication skills/language, as well as difficulties with gross and fine motor tasks.
- Teachers are required to record concerns and keep a log of observations and steps they have taken to help the student.
- Teachers are required to attend IEP meetings and ensure students are working towards meeting their targets in the classroom.
- When planning for students in their class, teachers will ensure they have differentiated tasks to meet the needs of students with SEN.
- Teachers are required to use the accommodations checklist to provide for the needs of students with SEN in their classroom.
- Teachers are required to read relevant information on learning difficulties, disorders and intervention strategies contained in the SEN pack.
- Teachers will use behaviour intervention programmes set up and monitor behaviour consistently when behaviour modification is required.
- Classroom teachers are required to send their weekly plans to the *learning support* teacher before the start of the new week (on Thursday) to enable Enhancement staff to plan and coordinate support/lessons during the following week.
- Classroom teachers and specialists will inform *learning support* staff of any changes to plans or special requirements during out of school activities in advance.
- Teachers will discuss ongoing progress/concerns of students with SEN, and outcomes of meetings with parents, with *learning support* staff on a regular basis.

Learning support Coordinator's/ Teacher's Responsibilities

- Oversee the day to day operations of the schools SEN policy.
- Assess and screen students referred by teachers.

a- When assessing students, the student's learning characteristics, the learning environment in the classroom, the task and the teaching style should be taken into consideration.

b- Current levels of achievement need to be assessed and this information should be used as starting points to build upon a pattern for learning.

c- When assessing students it is important to consider that the student's previous educational/emotional experiences have immense bearing on his/her performance.

d- When assessing new students it is important to consider that they may show a temporary learning need which will pass when the student is fully integrated into school.

e- Assessment needs to be ongoing continuous process.

- A timetable should be drawn up based on needs of the student, priorities and time available, students are supported in class or withdrawn in small groups to work on specific skills.
- Inform Bursar of level of support/changes to levels of support a student is receiving.
- Raise the achievement levels of students with SEN by developing appropriate programmes and reviewing and recording performance on a regular basis (IEPs).

- Ensure that planning is flexible, recognizing the needs of students, the rate of progress in different subject areas and ensure that there is progression, relevance and differentiation.
- Work with and advise fellow teachers to ensure that suitable learning challenges are set to meet the diverse needs of students with SEN and potential barriers to learning and assessment are eliminated.
- Work with teachers to develop classroom organization, teaching materials and differentiations to enable students with SEN learn effectively.
- Manage the SEN team so as to ensure adequate support for teachers and provision of needs for students with SEN. Meet at least once a week to discuss issues/strategies.
- Ensure all members of school staff are aware and informed about special educational needs of students in school.
- Liaise with parents of students with SEN- keep them informed of SEN provision.
- Attend BSME (learning support) meetings to share practice and attend workshops/conferences.
- Contribute to in-service training within the school.
- Liaise with external agencies and professionals to refer students for further assessments and support.
- Review SEN policy regularly and make required changes taking into consideration general school policies, needs of students and school set up.
- Ensure SEN policy is followed with regards to students with SEN and detailed records are kept on students with SEN.
- Evaluate the SEN programme at the end of each academic year and make changes as necessary.
- Write an end of year report to keep senior management informed.

Partnership with Parents

- Right from the start parents will be kept informed and encouraged to be actively involved in their child's learning.
- Parents will be invited to discuss the outcomes of assessment/screening tests and decide on further action.
- Parents will be notified by letter when their child's name is added to the *learning support* register. They will also be informed by letter/ meeting if their child moves from one level of support to another.
- Parents will be involved in planning IEPs for their child and will attend all IEP meetings as well as regular parent teacher meetings.
- Parents are required to read with their child, follow prescribed home programmes to work on specific skills, support their child to complete home work/projects and follow behaviour modification programmes as required in a consistent manner.
- Parents will attend meetings, workshops and conferences to enable them understand and work effectively with their child.
- Parents are encouraged to use the *learning support* Communication Book on a regular basis to keep in touch with the teachers.
- Parents will inform teachers of changes at home that may have an impact on a child's emotional state and learning at school.
- Parents will inform *the learning support coordinator* and School Nurse of any medication their child is taking.
- When requested to, parents will ensure their child receives additional therapies/consultation from sources outside school to enhance learning.
- Parents are encouraged to use the parent library and speak to *learning support* staff to deal with difficult issues concerning their child.

Record Keeping

- Records of concern will be kept in the *learning support* files.
- *A learning support* register is kept every term, in year group order, of those children who have SEN and detailing level of support.
- Every student with SEN will have a file in *learning support* containing: initial concerns form, parent consent letters, reports of assessments/ screening, behaviour modification plans, IEP's, term reports and correspondence between parents/school that is of significance.
- Class teachers will keep records of baseline assessments, results of standardized testing and all other records that every student needs to have in their file.
- Records of any medication taken and support therapy received will be recorded.
- Observations/concerns will be recorded regularly in the Observation Record Book.

At   we will always look at what type of SEN needs we can realistically accommodate. All teachers have a role to play in supporting students with SEN and teaching styles should reflect the wide range of abilities and language levels present in the classroom.
It will be the school's responsibility to give advice if we are unable to meet a student's needs and when it is evident that other schools appear to be the better option for a student.

B.3.ii. INITIAL REFERRAL FORM FOR LS ASSESSMENT

Initial Concerns Form/ Documentation

If you have academic or behaviour concerns about a child, please complete this form.

Child's Name:		
Date of Birth:		
Class Teacher:	Year:	
Date of Referral:		

Reading Age:	Test Date:
Chronological Age at Date of Test:	
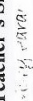
Reasons for concerns:

What strategies have you tried in order to address these concerns?

Have the parents been contacted?   ___ No   ___ Yes
Have the parents contacted you?   ___ No   ___ Yes

Admissions to LS Documentation

Who?	What do I do?	Initials	Date	What next?
Class teacher	Complete Form			After you have completed this form, please place in LS coordinator's pigeon hole
LS Coordinator	1. Discuss with Class Teacher. 2. Feedback. 3. Assess/observe if necessary.			Return form to Class Teacher
Class teacher	Contact Parent in person or phone call. Discuss concerns with parent. See LS coordinator for assistance with this if necessary.			See next step.
LS Coordinator	1. Send Formal Letter (in administration file on computer) home informing parents of LS after meeting. 2. Attach returned slip to this sheet.			Pass form to Head Teacher.
Head Teacher	1. Look over and initial.			Pass form to Bursar
Bursar	1. Invoice parents. 2. Keep copy of form if necessary. 3. Return to Head teacher for approval. 4. Call parents about invoice			Return to Head Teacher
Head Teacher	Final check			Return to LS Coordinator

Level =

Follow up Action by LS Coordinator:

B.3.iii. IEP SAMPLE

Individual Education Plan

Name	B		**Class**	Year 3
Area of Concern	Literacy	**Start Date** October 2005	**Review Date**	February 2006
Class Teacher		**Support to be Provided** In class- small groups	**Support Began**	September 2005
Support Staff				

Targets	Achievement Criterion	Possible resources and techniques	Possible strategies for use in class	Ideas for support staff
1. To apply the correct amount of pressure when writing.	1. Correct pressure applied on 5 separate occasions.	1. Check that B is holding the pencil correctly. Encourage relaxed hand movement.	1. Pictures showing how to hold the pencil for right- and left-handers. Soft pencil grips.	1. Show how to write with correct amount of pressure and hold the pencil correctly. Encourage B to do finger exercises when he tires.
2. To punctuate accurately using full stops, capital letters and question marks.	2. Accurate in 5 pieces of work on 5 separate occasions.	2. Provide exercises for B to punctuate. Encourage him to check his finished work.	2. English textbooks and worksheets. Word processing package. Proof-reading exercises.	2. Encourage B to remember to use punctuation when writing and check work.
3. To plan and write a story with a distinct beginning, middle and end.	3. Achieved in 5 pieces of work.	3. Provide models of stories. Talk about structuring a story. Use blank story frames.	3. Story frames e.g. linear framework, webs, picture cards, etc. Brainstorming.	3. Discuss the story with B before he begins to write. Help him to set his ideas down.
4. To read through his finished work and check the spellings.	4. 5 pieces of work checked and corrected independently.	4. Ask B to draft and redraft a piece of written work. Give opportunities for producing written work on a computer.	4. Proof-reading exercises. Dictionary. Spell checker. Subject-specific word lists.	4. Support proof-reading. Help B to check spellings. Show a strategy, e.g. read sentence backwards and check the spelling of each word.
5. To listen when others are speaking in a group and make a relevant response.	5. Appropriate participation in group discussions on 5 occasions.	5. Let B know that his contribution is valued during group discussions and Circle Time.	5. Circle Time. Brainstorming. Group discussion.	5. Talk about the importance of listening to others. Praise B's relevant responses.

Parent / carer contribution: Encourage B to check his homework. Use a checklist. Encourage B to keep a journal and share this with his class. Use appropriate brain gym exercise before/during work.

Student's Contribution: Do your brain gym before you begin working. Pay careful attention when writing. Check your work after completion. Listen to other people.

Name B

Present

Review Date   **February 2006**

Targets	Achievement Criterion	Assessment
1. To apply the correct amount of pressure when writing.	1. Correct pressure applied on 5 separate occasions.	B continues to find it difficult to do this and as a result, his hands tire easily.
2. To punctuate accurately using full stops, capital letters and question marks.	2. Accurate in 5 pieces of work on 5 separate occasions.	B is aware of the use of punctuation in writing and is getting better at using it without reminders.
3. To plan and write a story with a distinct beginning, middle and end.	3. Achieved in 5 pieces of work.	B is working towards this. He has good ideas and is learning to plan his work and write in paragraphs.
4. To read through his finished work and check the spellings.	4. 5 pieces of work checked and corrected independently.	B needs assistance to do this and is working towards correcting a few of the spellings in his work independently.
5. To listen when others are speaking in a group and make a relevant response.	5. Appropriate participation in group discussions on 5 occasions.	B is getting better at this. He finds it hard to wait his turn and will often speak out loud when another person is speaking.

General Comments

B's literacy skills are improving. He enjoys the lessons and is very keen to get his work finished. He is learning to pay attention to his writing and follow instructions. He likes doing the brain gym exercises and using these before lessons is helping him to stay focused. The specific exercises for writing are helping B and he is not complaining about tiring easily. A few sessions with an occupational therapist will be beneficial. He is learning to check his work and the presentation of his work is improving. I am pleased with his progress. Fantastic work B!

Home Targets

○ B will continue to read everyday.

○ B will keep a journal and write in it every other day.

○ B will work independently at home and check his work using a checklist.

Teacher's Signature

[signature]

235

B.3.iv ACCOMMODATIONS & MODIFICATIONS FORM

Year: 4

Curriculum / Classroom Accommodations and Modifications

Setting	
✓	Preferential Seating-in front, close to the teacher.
✓	Small Group

Assignments/Assessments	
✓	Reduced level of Difficulty
✓	Shortened Assignments
	Reduced Pencil / Paper Tasks
✓	Extended Time
✓	Opportunity to Respond Orally
✓	Arabic Homework-exempt
	French Homework

Materials	
	Taped Text/Materials
✓	Highlighted Text / Materials
	Manipulatives
✓	ESL Materials/ SEN Materials
	Calculator
	Keyboard Modifications
	Access to Keyboard
	Large Print
✓	Regular classroom materials / games.
✓	Photocopies-summary of lesson

Instruction	
✓	Shortened Instructions
✓	Assignment Notebook
	Oral Exams
✓	Frequent /Immediate Feedback
	Dictated Information / Answers on Tape
✓	Individual / Small Group Testing
	Taped Lectures
✓	Reduced Language Level / Reading Level
✓	Brain gym-specific to task
✓	Incorporation of Learning Styles
✓	Peer Tutoring / Paired Working

Behaviour	
✓	Positive Reinforcement
	Frequent Breaks
✓	Clearly Defined Limits / Expectations
	Quiet Time
✓	Behaviour Management Plan

Other	
B needs reminders to stop shouting out during group lessons. Talk to him and arrange a signal to remind him of inappropriate behaviour. Remind him he is a year 4 student To keep B involved ask him questions often. Checklists help B follow steps to complete a task, organize his materials and proof read his work. Assigning him responsibility is also good for him.	

Teacher Support	
✓	In Class Support
✓	Consultation
	Information
✓	IEP

B.3.v. CR LESSON PLAN SAMPLE
Weekly Literacy Plan

Year Group			Date	24/ 9 /6	Week	2	Topic	Kings & Queens

Sunday — Objective:

WALT	Sentence/Text Work	Shared work	Teacher Focus	Group 2	Group 3	Group 4	Plenary
	UNAIDED WRITING	UNAIDED WRITING					

WILF	Homework/Vocabulary/Spellings		Assessment		Resources	
			Level writing			

Monday — Objective:

WALT	Sentence/Text Work	Shared work	Teacher Focus	Group 2	Group 3	Group 4	Plenary
Distinguish between the spelling & meaning of common homophones.	S2, S6	Write singular homophones on a piece of paper. Distribute one to each class member. Chn to walk around room trying to find their homophone partners.	Write a sentence using the homophones (e.g two, to & too). If possible draw a little picture next to the sentence. Extension- Make little word / picture cards of the homophones and laminate to enable a matching game later in the year.				Interactive whiteboard using the click and drag to put the word in the correct place.

WILF	Homework/Vocabulary/Spellings	Assessment	Resources
Distinguish the difference between homophones.	Air, air, that's not fair Are, are, look very scared.	Observation & marking	Spelling lesson page 2 Homophone words

Tuesday — Objective:

WALT	Sentence/Text Work	Shared work	Group 1 Acitivity	Group 2	Plenary
Punctuate our writing.	W1 S5	Discuss important parts when punctuating our writing. Why do we need each thing?	Put homework literacy sheet on interactive whiteboard. Chn to use different colour highlighter pens to correct mistakes. Extension – Group 1 to complete extension punctuation sheet in and then write passage into their literacy books.	Work on the interactive board with teacher support looking for punctuation errors.	Put a passage on whiteboard. How many errors are their altogether? Who is first to count the correct number of mistakes?

WILF	Homework/Vocabulary/Spellings	Assessment	Resources
Capital letters, full stops etc			

Wednesday — Objective:

WALT	Sentence/Text Work	Shared work	Group 1	Group 2	Group 3	Group 4	Plenary
Use and understand punctuation conventions.	S5 S3	Revisit spelling rules, patterns & conventions for the week.	Identify common homophones and double consonant words within the text.	Identify common homophones.	Look for this weeks spelling rules within the text. Which song do they fit with? (Air, air)	Identify the 'ay' and 'ai' words within the text. What sound do these words make? Is there a pattern or any words that don't fit?	Word bingo

WILF	Homework/Vocabulary/Spellings	Assessment	Resources
Spelling rules 'ay' & 'ai'	Tudor Punctuation Homework sheet	Mark writing books and understanding of rules and conventions for the week.	Word bingo board templates

Thursday — Objective:

WALT	Sentence/Text Work	Group 1	Group 2	Plenary
Use the spelling rules we know in our writing.	W2 W3 S1	10 'air, air, that's not fair' words. 10 'are, are, look very scared' words. 5 words from their spelling log dictionaries.	10 sight words	Chn write their mistakes into spelling log dictionaries and choose 5 extra words for next week's spelling test.

WILF	Homework/Vocabulary/Spellings	Assessment	Resources
Capital letters for days of the week.		Mark tests and record scores.	Spelling log dictionaries Dictionaries

Weekly Numeracy Plan

Year Group	4	Date	18 / 3 / 07	Week	11	Topic	Book Month

Sunday	Objective						
WALT	**Mental Starter**	**Shared work**	**Teacher Focus**	**Group 2**	**Group 3**	**Group 4**	**Plenary**
Estimate the weight of items under 50g and then use balance scales to check my results.	Tibetan energising ritual.	Can we find something that weighs close to 30g (when rounded to the nearest 10g)	Find an items (or multiple items) that add together to weigh - 20g - 40g - 30g - 50g - 10g		Problem solving- -Converting (Extension) -Count in 25g- find something that will balance this weight. -Find something in the room that weighs 0.04kg 0.03kg		Using scales that weight to the nearest gram, weigh each child and ask them exactly how many 1g discs they will need.

WILF	**Homework/Vocabulary/Spellings**		**Assessment**			**Resources**	
Record weight of 5 items.	Find out the weight of family members. Can you figure out how many kgs and grams they weigh?		Observation Photos			Balance scales Weighing scales 1 gram weights	

Monday	Objective						
WALT	**Mental Starter**	**Shared work**	**Teacher Focus Group 1**	**Group 2**	**Group 3 & Group 4**	**Plenary**	
Understand the difference between area and perimeter.	Fractions of kgs.	Discussion of perimeter and area (without using those words). Make shapes on interwrite grid paper.	Children to draw in their books ; A rectangle that area has – 6 squares A square that has area of – 16 squares A rectangle that has area of -21 squares. What is the perimeter of each of these shapes?		Draw a diamond and record the perimeter and the area (will have to add halves).	Encourage chn to find the relationship themselves.	

WILF	**Homework/Vocabulary/Spellings**		**Assessment**		**Resources**		
Find the area and perimeter of at least 4 shapes.	Find out the weight of family members. Can you figure out how many kgs and grams they weigh?		Note; no use of formal language until plenary and see who has an understanding.		Have prepared grid on interwrite previous to lesson.		

Tuesday	Objective						
WALT	**Mental Starter**	**Shared work**	**Group 1**	**Group 2**	**Group 3**	**Group 4 Extension**	**Plenary**
Discover and use standard units for measuring area.	Q & A –jump over the line for true and stay put if false.	Model activity on interactive whiteboard.	Go outside with chalk and ruler and metre rulers. Chn to draw rectangular shapes on the floor. Can they walk around the shape and explain 'what' and 'how much' the perimeter of their shape is. Then use ruler and knowledge of times table to draw in each metre square.				Measure the area of the table top? Interactive whiteboard

WILF	**Homework/Vocabulary/Spellings**		**Assessment**		**Resources**		
Make 3 quadrilateral shapes and work out the area.	Find out the weight of family members. Can you figure out how many kgs and grams they weigh?		Observation, discussion, photos		Chalk Metre rule		

Wednesday	Objective						
WALT	**Mental Starter**	**Shared work**	**Whole class consolidation lesson**			**Plenary**	
Find area and perimeter of real life objects around the school.	PACE – 9 times tales	Discuss who will need to find area in real life (carpenters, builders). Lucky Dip- pull out of hat.	Paper will read what the group of 3 must go and find the area and perimeter around the school (in cm 2, m 2, mm 2)			Explore that not all shapes are squares but they all have an area and perimeter.	

WILF	**Homework/Vocabulary/Spellings**		**Assessment**		**Resources**		
Neat presentation of book work.	Find out the weight of family members. Can you figure out how many kgs and grams they weigh?		Observation, discussion, photos		Rulers Camera Metres Books		

Thursday	Objective						
WALT	**Mental Starter**	**Shared work**	**Whole class mental**			**Plenary**	
Record oral and written mental maths questions in a times period.	PACE – Cross crawl – 9 times table.	Developing level mental test On weekly focus & objectives. (area and perimeter)	Extended level Mental test- On weekly focus & objectives.			Mark or evaluate test and work through corrections.	

WILF	**Homework/Vocabulary/Spellings**		**Assessment**		**Resources**		
			Mark and record mental math scores.		Mental maths books.		

C.1. i. INTERVIEW TRANSCRIPT
LEVEL 1 & 2

SCHOOL C

A: Researcher

B: Department Supervisor

Date of Interview: 23.06.09-24.06.09

1	A:	Well, to start with, may I ask you to state your designation?
2 3	B:	I am the supervisor of the department of counseling at the school, under which the learning support centre is attached.
4 5 6 7 8	A:	I'd like to ask you some questions on the general curriculum and what the method of teaching is as well as the learning support element. First, I'll go with the broader questions on the school as a whole and then move to the narrow with questions specifically on learning support. So to start with, what is the curriculum followed by this school?
9 10 11	B:	It's the Indian curriculum. The board is CBSE. A body called NCERT decides the Indian curriculum. The CBSE is an All-India Board and so NCERT guidelines are followed.
12	A:	So CBSE covers Gr.10 as well as Gr.12?
13 14 15 16	B:	Yes, and NCERT gives a general framework for all grades as to what needs to be done. CBSE implements textbooks and syllabus from Gr.8 upwards and monitors the textbooks as well as subjects that can be taken, what combinations are possible from Gr. 8 upwards.
17	A:	And who fixes the textbooks that are used as well as the syllabus?
18 19 20	B:	All the textbooks implemented by CBSE are all written by NCERT authors aside from Arabic and Islamic Studies, which are fixed by the UAE Ministry of Education.
21	A:	Who selects the textbooks? Is it the school that selects them?
22	B:	There is no selection.
23	A:	So the school is given the prescribed textbooks and this is what is used?
24 25 26 27 28 29	B:	Yes. Below- it is at the discretion of the publishers and authors to pick the books they want to use. At this school, there are subject experts and heads of department who jointly put their heads together and approve books in the month of December, well before the start of the academic year. The bookstore then ensures supply of those books by April when the school year begins. Again, the Ministry of Education prescribes Arabic and Islamic Studies.

30	A:	Moving onto classroom instruction, what is the method of instruction
31		followed within the classroom?
32	B:	In the primary classrooms, it involves direct instruction as well as
33		involves teachers who transact curriculum through various methods,
34		which are evolving all the time. It goes from assignments, projects, etc. In
35		middle school, it is done through special programs, where collaborative
36		learning is targeted. Lateral and critical thinking is exercised through
		another program.
37	A:	Are these middle-school programs linked to the curriculum?
38	B:	Yes, it is linked to the subjects. Group activities, workshops, students'
39		researching topics and coming back and presenting it to the class.
40	A:	So which grades does middle school cover?
41	B:	Middle school is Grades 5, 6, 7 and 8.
42	A:	So do these programs have different teachers?
43	B:	No, they're the same teachers. The coordinator though is different and
44		trains the teachers and gets this work executed by them according to the
45		curriculum. Collaborative learning is the major objective of this
46		particular program. Students learn to work as part of a team. The teacher
47		becomes only a facilitator. There is no direct teaching involved. The other
48		program I mentioned works on critical and lateral thinking and is offered
49		to students showing higher-order thinking potential. It is for those
		students who have secured 80% and above.
50	A:	So this is only for high-scoring students?
51	B:	Yes, for them, assignments are given separately; resource material is
52		purchased separately and made available to them, which is much more
53		than ordinary curriculum material.
54	A:	Is there any reason why only those scoring 80% and above are given
55		access to programs that enhance critical and lateral thinking?
56	B:	Well, that's because these students show the potential to pursue this kind
57		of thinking.
58	A:	So it would not be possible to offer this to everyone?
59	B:	No, it would not. Our numbers are large for one thing so it would be a
60		waste. This program means additional time spent by the student working
61		on this program. It happens outside of school hours. It a wholly after-
		school activity.
62	A:	So what would you say is the percentage of students accessing this
		program?
63	B:	Should be around 30%, I would say. They are the ones who are then
64		turned into toppers.
65	A:	So would it be fair to say that this is like a selection program,that
66		identifies students who can be groomed to score top marks for the board
		exams?

67	B:	Yes. For those falling below the expected levels, we offer remedial
68		classes, outside of school hours. Those scoring below 50% are offered
69		these classes. So we have three categories of programs offered at the
70		school- one for high-scorers, one for all students and remedial lessons for
71		those achieving below expected grade levels. The program open to all
72		students runs during school hours. The other two programs take place as
		additional activities for selected students.
73	A:	So to recap, primary school teaching is largely direct instruction, but of
74		late they have been working on assignments and projects that are group-
		based?
75	B:	Yes, projects are both group-based as well as individual-based, but they
76		are mainly individual at this level.
77	A:	Okay. And in middle school, it is direct instruction supplemented by the
78		three programs you outlined just now?
79	B:	Yes. In Grades 9 and beyond, only remedial classes continue. Other
80		programs are withdrawn. We also have remedial classes operating in the
		primary section.
81	A:	Okay. What about the type of instruction in the kindergarten section?
82	B:	That is direct instruction.
83	A:	And at what age do children enter school?
84	B:	Between 3 and a half years to 4 and a half years of age. However, we
85		encourage children to enter at the age of 4, rather than 3 and a half, even
86		though they are legally entitled to.
87	A:	What would the teacher-student ratio be in a classroom?
88	B:	1:30.
89	A:	And this ratio is maintained, right from KG to Grade 12?
90	B:	Yes.
91	A:	What would the format for the entry assessment into the school be?
92	B:	In kindergarten, we have an assessment in areas of speech, motor control
93		and general awareness. KG2 up to Grade 9, there is a written test plus a
94		personal interview.
95	A:	Going back to the kindergarten entry assessment, do you leave room for
96		children with special needs? Are children with special needs admitted into
		the school?
97	B:	Yes. We assess speech, motor control and general awareness and children
98		are given scores in each of these areas. Especially the first two areas,
99		children with special needs are scored on these areas and would ordinarily
100		score low here, but they are permitted in. They are identified in the
101		beginning itself and we look into this during KG1 and parents are given
		constant guidance through this.
102	A:	So even a child with overt special needs, like for instance, a child with

103		Down's Syndrome, is given admission?
104	B:	No. They will be screened out. A child scoring below 20 out of a total of
105		50 will not be given admission. Those who fit between 21 and 31 are
106		usually the children with some form of a learning disability and they are
107		the ones who are targeted and given assistance as they go through to
		higher grades.
108	A:	Okay. So a child who comes in with a report stating that the child has
109		more than a specific learning disability-
110	B:	Nobody comes to the school at the kindergarten level with such a report.
111	A:	Would a child with autism be allowed in?
112	B:	A child with autism would definitely be allowed in.
113	A:	Okay. So at the KG1 entry level this is the process. What happens at the
114		KG2 level upwards, when entry is determined by a written assessment as
115		well as an interview for a child with more severe difficulties? Is such a
116		child admitted into the system?
117	B:	Yes, the child is admitted, provided the child passes the test administered.
118	A:	If you have a child with physical handicaps, say, a wheelchair-bound
119		child, who comes in and is able to pass the written tests, and when he
120		goes in for the interview, is this child also given access to the system?
121	B:	If the child is disabled as far as mobility is concerned he will be admitted
122		in, but if a child's disability is not mobility-connected, as in the case of
123		blindness or deafness or difficulties using his upper limbs as well, then
124		such a child will not be given admission into the school. We do not have
125		the facilities to cater to the everyday requirements of such disabilities.
126		Children facing temporary loss of limb-use, etc., can be accommodated
		and supported but not in the long-term.
127	A:	Okay. So aside from the admission process, the school is able to support
128		children with special needs that surface within the system?
129	B:	In the primary section, yes. Above that, they become a part of the
130		remedial class program.
131	A:	So parents are told that these are the services that are on offer for children
132		facing a learning difficulty?
133	B:	Yes. It is officially announced through the prospectus which is given at
134		the time of admission itself and the website. Those parents who attend our
135		various programs at the school are also reminded of this facility, as well
136		as when a child is identified to have a learning disorder during the course
137		of his study here, then the parents are contacted and informed that this
138		facility is being provided to the child. The only program available at the
139		upper level is the remedial class program for students needing support.
140	A:	What is the availability of the support staff within the school, and by that
141		I mean, the learning support teacher, teacher aides, helpers, within the
142		classroom while instruction is going on? If there is a child present with

143		special needs, are there support staff on hand?
144	B:	No. There are no support staff present within the classroom.
145	A:	Do you charge a fee for learning support?
146	B:	No.
147	A:	What is the reason for that decision?
148	B:	The school has a policy of a one-time collection of tuition fees and that
149		covers all the services provided by the school. So all support services
150		offered by the school is provided free-of-cost. Additional support services
151		offered are transport, which is optional and charged accordingly. There is
152		no other fee charged for any other support service, be it medical, or
153		learning or any other support required by the student- it is provided
		without an extra charge.
154	A:	In many schools, if there is a learning support department in place,
155		additional fees are charged to the children accessing learning support,
156		owing to the overhead costs and the fact that there are extra staff on hand
157		to facilitate the children's progress. As far the justification for that goes, it
158		is that costs are higher for special need support and need to be
159		supplemented by additional income, which parents are expected to pay.
		Does that not hold good at this school?
160	B:	No, we do not follow this principle. As I said earlier, only one tuition fee
161		is collected and that covers additional support as well.
162	A:	Okay. So how does the school cover the extra load that is present on
		finances?
163	B:	We are a non-profit school run by a trust and so do not have any other
164		over-head expenses as far as the day-to-day running of the school is
165		concerned. The school has been running for many, many years and has
166		enough resources to manage the extra load and is able to offer this service
167		to the student. In addition to this, we are also able to support a certain
168		number of students who have difficulty meeting the fee payments.
169		Therefore, with the total tuition fees collected, we are able to provide
170		learning support, with no extra tuition fees, and are able to give all
171		services, other than transport, with no additional fees charged. Our fees
		are low as we are run as a not-for-profit organization.
172	A:	So the model for SEN provision is based on the pull-out system?
173	B:	It is pull-out. Students are identified through the assessment process
174		conducted by the learning support teachers and then taken out of class
175		during specific periods for skill training.
176	A:	So it's the pull-out model with a skill-based program? Is there a link
177		between the curriculum taught in the classroom and the learning support
178		program, or is learning support an independent program? Do the two
		merge at some point?
179	B:	Certainly learning support is not an independent program by itself, but

180		because of the students' levels, it may not exactly match the age-
181		appropriate class requirements. So the IEP is planned according to the
182		child's need. But, yes, after a considerable period of time, attempts will
183		be made to come up to the level of the age-appropriate class curriculum
184		pace and skill training will be targeted to that, once the child has covered the gap that was present initially.
185	A:	Okay. And how does the program at the LSU link up with what's going
186		on in the classroom? Is it a direct link or is it basically to do with the
187		skills that are needed that are imparted?
188	B:	Yes- it is the skills that are needed that are imparted through the special
189		education program. The program is designed in such a way that the skills,
190		which a child does not possess at intake level, are targeted. This is done to
191		bridge the gap of what is expected in the classroom. So the attempt may
192		not be apparent right at the beginning of the program- it may take many
193		months or some years to get to where the child needs to be, or sometimes
194		the gap may not be bridged at all. Attempts are made to reduce the gap as
195		far as possible. But it will not be where there are two sets of training- one
196		where bridging of the gap is looked at, and one to train to manage today's
197		classroom situation. There won't be two plans in place at the Centre.
198		There is just one plan in place for the student, and that is to close the gap
199		as far as possible and equip the child with skills necessary to manage the curriculum in the classroom.
200	A:	What are the areas of difficulty that are dealt with at the LSU? Does it
201		have an academic focus?
202	B:	Yes. The learning support teacher's plan is entirely academic in nature to
203		see to building up the child's skills in academics. In combination with the
204		efforts of the learning support teacher and the counselor of the section, the
205		other areas that the child needs to improve on are also addressed.
206	A:	What would those other areas be?
207	B:	Emotional, behavioural, relationship issues. Obviously, academics alone
208		cannot be handled in isolation. It may be coupled with low self-esteem, or
209		deviant behaviour, or a relationship problem maybe with teachers or
210		elders or peers- these kinds of offshoot issues may be present. There is a
211		team that helps the child- that is the learning support teacher and the counselor of the same section.
212	A:	Do you have an occupational therapist or a speech & language therapist
213		present as part of the team?
214	B:	No, but if there is a need we advise parents to seek external help from
215		these professionals. There is a list of approved specialists that the
216		counseling centre directs parents to. The counselors refer parents to these professionals.
217	A:	What are the different types of special educational needs that you are able
218		to support at the learning support centre?
219	B:	Specific learning disabilities (SLD) are what we handle at the centre.

220	A:	You had mentioned autism earlier in the interview?
221 222	B:	Yes, I had said that the school provides admission to children with autism but that is not necessarily supported at the learning support centre.
223 224 225	A:	So if a child shows signs of autism or Asperger's or any other difficulty that indicates special educational needs, is that child automatically marked for learning support?
226 227 228	B:	For any child to access learning support it is only through the assessment process. And in the assessment, it is only learning disorders that are checked for, and thereby receive admission into the learning support centre.
229	A:	So do autism and Asperger's come under this category of learning disorders?
230 231 232 233	B:	Only students that have a learning disorder will be admitted into the learning support centre. So if a child has autism but shows no learning disorders in the test, he will not be admitted into the learning support centre. Learning disorders pertaining directly to literacy and numeracy will be directly admitted.
234	A:	So that would come more under specific learning disabilities?
235	B:	Yes.
236 237	A:	If a child with autism has learning difficulties can that child access learning support?
238	B:	Yes- but he needs to be tested not for autism but for specific learning disabilities.
239	A:	So any child with SEN that is academic in nature-
240 241 242	B:	Yes, academic in nature will be admitted into the learning support centre. However, the counseling centre supports the others, where there isn't need for academic help from the learning support teachers.
243 244	A:	Okay- so the learning support centre deals primarily with specific learning disabilities, correct?
245	B:	Yes.
246	A:	How many children do you have on file at the learning support centre?
247 248 249 250 251 252 253 254	B:	About 30-35 children in the primary school come to the learning support centre. We have two separate sites for learning support. One for the girls and one for the boys. So each one would have about 15-17 students on roll at present. We have students needing learning support in the upper grades but we do not have staff at present to be located on our other campus to provide learning support at the moment. There would be another set of 30 students there as well. So in the entire school system, primary and middle school specifically, there would be approximately 60 students needing learning support for SLD.
255	A:	So primary school learning support covers which grades specifically?

256	B:	Grades 1 to 4.

257	A:	And middle school would cover which grades?

258 B: Middle school would cover grades 5 to 8. But learning support is planned
259 for grades 5 and 6.

260 A: So learning support that is currently functioning is for grades 1 to 4.

261 B: Yes.

262 A: What is the student and learning support teacher ratio per session?

263 B: In one session we don't encourage more than two to three students.
264 Ideally speaking, one- but due to pressure at times, the learning support
265 teachers may club similar difficulties in the same grade together to ease
266 scheduling. Not more than three at any point of time.

267 A: And how is provision scheduled? Can the learning support teachers
268 withdraw the children during any period or is there a set structure as to
269 how students are withdrawn for their sessions?

270 B: No. There is an agreed to structure that is governed by policy. Children
271 can be pulled out during periods like physical education (P.E.), Art and
272 Value Education. Music and Dance is also possible. However, the normal
273 periods used are P.E., Art and Value Education as there are two periods of
274 each of these subjects in the weekly timetable and so the learning support
275 centre is permitted to utilize one of these two periods per subject to
276 provide learning support. Music and Dance are normally one period each
277 and so the Learning support centre does not use these periods typically.
278 So this means two to three periods are scheduled for learning support per
279 week for a student. Non- Muslim students may receive three sessions,
280 whereas Muslim students will receive only two as the Islamic period and
281 Value Education happens at the same time. We do not take away the
282 Islamic period for Muslim students. Therefore, they receive only two
support sessions.

283 A: What is the referral procedure at the learning support centre?

284 B: There are two ways to gain entry to the learning support program. The
285 mass entry to learning support takes place after a child completes KG2.
286 At the end of KG2, a plan is drawn up for assessment of those children
287 identified by their teachers as showing signs of a learning disability. The
288 learning support teachers assess such children and the majority of those
289 students enter Grade 1 with special education support starting
simultaneously.

290 A: So the screening that happens at KG2, is it throughout the year or at one
291 particular time?

292 B: It happens at one time, mainly the last two months of the end of the
293 academic year.

294 A: And-

295	B:	The second entry point is for students in grades 1 to 4 who because of late
296		identification, or because of being newly admitted- teachers might refer
297		students to the counselor attached to their section, and the counselor, if
298		she then feels there are sufficient symptoms indicating the chance for a
299		learning disability to be present and the need for the learning support
300		teacher assessment, she then sends the child to the learning support
301		teacher for an assessment. That is the other way SLD support is possible.
302	A:	What is the format of the assessment set-up conducted at the learning
303		support centre?
304	B:	The learning support teachers have their assessment kit to conduct the
305		assessments. They conduct the assessment themselves, within the school
306		working hours. They use an adapted version of the Brigance Level 1 for
307		the KG2 assessments and an informal assessment for SLD, covering
308		academic areas and perceptual skills. Roughly, 40 to 50 students are
309		assessed every year at the KG2 level.
310	A:	So your first line of entry into learning support is at Grade 1?
311	B:	Yes, Grade 1.
312	A:	What are the specific accommodations that are on-hand for a child with
		SEN?
313	B:	Here, there is a three-language policy. The students who receive learning
314		support, or even otherwise, can drop Arabic and substitute it with Hindi,
315		if needed. The choice is up to the parent, who must initiate the process to
316		obtain this exemption from the ministry. The school will study this
317		request and the supportive reports that are submitted by the parents.
318	A:	What would these supportive documents be?
319	B:	It would be an assessment conducted by a registered, recognized, licensed
320		hospital or institution outside- their reports are accepted for identifying
321		students requiring SLD support.
322	A:	So a psycho-educational assessment report is acceptable to the school to
323		indicate the need for learning support?
324	B:	Yes- an educational psychologist or a clinical psychologist. We accept
325		agencies that are approved by the school itself, or recommended by the
		ministry.
326	A:	So the school makes a decision…?
327	B:	Yes, the school makes a decision, based on the reports submitted, there
328		will be a panel that meets when an application comes in, and then decide
329		if concessions should be given. The first concession starts with dropping a
330		third language, which cannot be decided directly by the school, but needs
331		the Ministry of Education approval. In such cases, either the student is
332		allowed to drop the third language, or to be taught and assessed at the
333		level which the child can manage. As far as Hindi is concerned, the
334		school can directly decide that and the substitute subject can be any thing
335		that the child would like to take. The child must ultimately complete five

main subjects and three co-curricular subjects.

336 337	A:	What exactly would the choice of subjects be for a child who needs to drop the second language, like Hindi?
338 339	B:	The child can take one of the co-curricular subjects and convert that into one of the regular subjects.
340	A:	What are these co-curricular subjects?
341 342	B:	Could be Art, Music, P.E. or even a totally new subject- it could be Computers, Home Science- whichever the child can pick up.
343 344	A:	Do you have any students on file who are receiving this particular language exemption and are able to substitute subjects?
345	B:	Not on a regular basis. But at the moment, as of today, nobody is on the roll
346	A:	Okay- but this is a possibility?
347	B:	This is a possibility, and has been done also in the past.
348 349	A:	In the past with specific relation to learning support needs for primary students, grades 1 to 4?
350	B:	No. Not in the primary section.
351 352	A:	Is the reason why this provision is not in effect at present in the primary section due to students with SEN being able to manage these extra two languages?
353 354 355 356 357 358 359 360 361	B:	It is not that these children are able to manage these languages perfectly well, but the system is able to help them out in managing these languages through their learning and their assessment- so children with severe language difficulties are allowed to make concessions in their spellings and other things as far as their assessments and evaluations are concerned. They are fairly treated as far as the evaluation is concerned. So though their performance, because their disability in language will bring out their disability in Hindi and Arabic, concessions are given to them at that level. And so students can 'manage'- I don't say students are excelling- but they are helped out to manage their language issues.
362 363	A:	Are there any other accommodations that are provided for the child, such as differentiated lessons, and exam provisions?
364 365 366 367	B:	The provision is there that the parents can approach the school to request extra writing time for the student during exams, for getting the question paper read, or getting a writer or scribe. These are possible provisions for a child with learning disabilities.
368	A:	Can a child have a question paper set at a lower level for the examination?
369	B:	No.
370	A:	So they sit for the same exam as the rest of that year-level?
371	B:	Yes, they sit for the same exam.

372	A:	And the marking system? Is it lowered for that child? Or is it exactly the
373		same scheme?
374	B:	No, the marking system is lowered for children with SEN. It is at the
375		discretion of the evaluator- it is up to them to relax the scheme for these
376		children. It is not that there is a totally separate marking scheme for them.
377		The marking scheme is prepared as matching the question paper that is
378		set, which is uniform for everybody. Individual teachers they are aware of
379		the students in their class, the reason being the learning support teacher
380		has shared with the teacher that such children are receiving support. The
381		entire school system is aware that they are receiving support, so the
382		individual teachers will have their relaxed evaluation. Because it isn't that
383		every section has a child with SEN. There are some sections that have
384		these children, so that specific teacher will have their own relaxed
		marking scheme.
385	A:	So are there specific instructions as to how much they can make
		allowances for?
386	B:	It is at the discretion of the teacher. We haven't laid any criteria for
387		lowering percentage-wise. However, there may be an oral instruction that
388		they should have relaxed marking scheme for these children.
389	A:	What about differentiated lessons within the classroom?
390	B:	No differentiation. It is the same.
391	A:	The delivery of the content of the lesson is the same?
392	B:	It is the same.
393	A:	You follow Individual Education Plans, the IEP- what would the format
394		be for theses IEPs?
395	B:	It is a well-thought-out IEP, specially designed for children needing SLD
396		support from the learning support teacher. It has been evolved and
397		designed to match the school's specific needs.
398	A:	So the learning support department formulates it?
399	B:	Yes. It has come out of previous work with this document, and is a
400		workable format.
401	A:	So it is a working document?
402	B:	Yes, it a working, live document, ready for audit at any time.
403	A:	As I understand, the learning support teacher of that section formulates
404		the IEPs individually for each child. Are there parent meetings held in
405		conjunction with the formulation of those IEPs?
406	B:	Yes, the learning support teacher holds meetings with the parents. The
407		learning support teacher's objectives are in the IEP, term-wise. Three
408		terms of objectives. Parents are met with each term and IEP objectives are
		shared.
409	A:	Are there reviews of these IEP targets?

410	B:	Yes. The IEP is reviewed, and a record is made of the level of
411		achievement of those goals- whether they are achieved, partially achieved
412		or not achieved. A record is also kept at the learning support centre of
413		how the child is doing in class with the regular classroom teacher, and in
414		the assessments that are held for that grade. The next targets will also be
415		looked at based on the level of achievement of these goals.
416	A:	Are the teachers informed about the IEP?
417	B:	Yes, they are informed about the IEP. There is an introductory session
418		every term before the start of IEP targets for that term, just as it is shared
419		with the parent. Along with the IEP, learning support teachers also
		maintain lesson plans.
420	A:	So do the teachers and the learning support teachers work closely together
421		to achieve these IEP targets? If a goal has been identified as term goal for
422		the IEP which the learning support teacher is working on with the child
423		within the learning support session, is the teacher also aware of that goal
424		and also working on that within the classroom?
425		
426	B:	Yes, both are aware of the goals. Both approach them differently. The
427		teacher has to teach the other 29 students in the class, so the teacher will
428		not be able to do a totally different plan within the execution of the
429		curriculum, but she will definitely see that where it is possible to give
430		help for that child- not in the transacting of the curriculum- but in giving
431		extra attention, yes, it will be given to the child in the classroom. So, yes,
432		both the teacher and the learning support teacher are aware of the
433		strengths and weaknesses of the child, but helping the child is determined
434		by each one's work style and how they are going to implement the IEP.
435		Of course, the teacher is not responsible for the execution of the IEP, but
436		however, she is knowledgeable about the things that are required. So she
		is the one who finally assesses and states at what level the child is
		standing.
437	A:	So does the teacher assess the IEP goal as well?
438	B:	The teacher assesses the IEP goal because they are informed about the
439		IEP targets and so in line with the goals that are in the IEP, the teacher
440		assesses and states at what level the child is functioning at the time of
441		reporting, at a review meeting. They may reassess these goals during that
442		meeting. There is an evaluation form that the teacher is required to fill in
443		that states the IEP goals worked on for that term. The teacher is meant to
444		rate the achievement of the specific goal in that form.
445	A:	So to recap as an overview of the LS department functioning- children are
446		assessed and identified to receive support between Grades 1 to 4, and
447		support continues for as long as they need it, within those grades.
448	B:	Yes.
449	A:	So after Grade 4, what happens to a child that has been identified to have
450		SEN and need support?

451	B:	The counselor, who has been part of the support structure provided to a
452		child needing learning support, will then take over the case wholly in her
		files.
453	A:	To clarify, that means a child receiving learning support will
454		automatically also receive counseling support?
455	B:	Yes- and it is a team effort. We are unable to provide learning support
456		beyond Grade 4 owing to the shortage of learning support teachers to
457		widen our provision range. As far as policy and the school's aims, there is
458		an actual learning support centre allotted to the upper grades. However,
459		staffing this centre is where we face a problem. As a result, the next best
460		thing we can do is assure counseling support, as a way of keeping a tab on
461		the child's progress and provide support to the family in finding a way to
462		support the SLD needs outside of the school. In addition, the school
463		provides after-school remedial lessons to all students who are under-
464		achieving. Parents are strongly encouraged to send their children to these
		remedial classes.
465	A:	So this means the child is withdrawn from learning support from the
466		school and will now have to find support elsewhere?
467	B:	Yes, and such children will need support for a long time. It is a very small
468		percentage of the children at the learning support centre for whom support
469		can be withdrawn completely as they have attained the level required.
470	A:	Okay, so by and large, the school has conceptualized learning support as
471		catering to grades 1 to 6, and at the moment is able to provide support up
		to Grade 4?
472	B:	Yes. We would like to expand beyond these grades too, but now itself we
473		are unable to meet staffing needs. We'd first tackle kindergarten, after
474		seeing to grades 1 to 6, and then to the higher grades.
475	A:	On what basis do you decide on withdrawal of learning support?
476	B:	When majority of the IEP goals have been met, as well as the teacher and
477		learning support teacher are in agreement that a sufficient number of
478		goals have been met to allow the child to function at grade-level, then we
479		would determine if support is to be withdrawn or not.
480	A:	Is that the only time that support is withdrawn?
481	B:	Support can be withdrawn in very difficult situations as well, such as
482		uncooperative parents, or parents against this support that is provided by
483		the school. This support is provided free-of-cost to the student so there is
484		an option to accept or reject the support. It is up to the parents to decide if
485		they want their child to avail of this service. So if the parent rejects the
486		support, then support is withdrawn.
487	A:	Do you have a parent consent form in place?
488	B:	No- there is no parent consent form that is required to be signed, but there
489		is a parent agreement meeting, where the parent is to give verbal
490		confirmation that they agree to support for their child. The learning

491		support teacher records this in a form. Every meeting is recorded in this
492		form- by that I mean that all things that transpire in the case are recorded
493		in the case file, which is maintained by the learning support teacher.
494	A:	As the learning support centre has been operational for approximately ten
495		years, have you had students who have passed right through from years 1
496		to 10 who have accessed learning support services?
497	B:	Yes, yes- we used to have learning support for grades 5 and 6 up until
498		three years ago, where we ran into staffing problems.
499	A:	So do you have children who have had learning support and have also
500		gone onto pass their 10th grade board exams successfully?
501	B:	Yes, we have. Definitely, although the percentage of this happening is
502		low, as we do have students who drop out of the system owing to their
503		inability to cope with the academic demands in the higher grades.
504	A:	Do you have a figure for this?
505	B:	The passing out percentage could be close to 30 %.
506	A:	So 70% would drop out of the system?
507	B:	Yes.
508	A:	So do they transfer to other schools or do they just stop?
509	B:	They stop education most of the time. We are also not providing that
510		support in a very regular manner after Grade 4.
511	A:	The Indian school system has the facility for another board exam, the
512		National Open School (NOS) that allows students an easier schedule of
513		examinations as well as content. Does this school provide a way to access
514		this Board, or give them the information to move onto this system of
515		gaining a school-leaving certificate?
516	B:	Yes. This open system is available in Dubai through private institutions
517		and this school is in close touch with the providers of this system and the
518		children are encouraged to join that system because there is the provision
519		for a child to write different subject exams at varying ages, and thereby
520		complete Grade 10- not necessarily in one complete exam sitting but in
521		bits and pieces over time. We encourage children who cannot manage our
522		one-shot examination to obtain board certification to look into this option,
		from about Grade 7 or 8 onwards.
523	A:	That would mean that they would have to leave this school and continue
524		pursuing this board examination on their own, outside of this school?
525	B:	Yes. So from the 70% dropping out of our system that I mentioned to
526		you, 20% would opt for this form of schooling and stay in Dubai to do
527		this. The rest often return to India to get additional support. Especially
528		support for SLD, it is very good in India.
529	A:	In your plans for expansion of learning support in this school, do you
530		foresee incorporating the NOS option as a facility extended by the school
531		for children with SEN?

532	B:	No- we are not licensed to run two curricula or two boards. So we will not
533		be able to offer such an option. The school has no policy to run two
		curricula either.
534	A:	Coming to your learning support teachers, what would be the required
535		qualifications and experience that are necessary for the teachers you
536		employ to handle learning support?
537	B:	Minimum is graduates with specialization in special education along with
538		work experience in Indian curriculum systems with special education
539		work in that school.
540	A:	How much experience do you expect your learning support teachers to
		have?
541	B:	A minimum of three years.
542		
543	A:	You had said that one of the main problems with providing learning
544		support here at the school is a shortage of staff? Is finding special
		education staff difficult?
545	B:	Certainly.
546	A:	So to recap, you look for learning support teachers trained in the Indian
547		system and who have worked in the Indian system, correct?
548	B:	Yes, that's right.
549	A:	May I ask you if you have any professional development practices in
550		place within the learning support department? If so, what would they be?
551	B:	Certainly. We have in-house and external practices in place. In-house
552		practices consist of the head of the department coming in and giving
553		small trainings to the learning support teachers on operational details. We
554		also give general training to the other teachers on various skills for the
555		common functioning of the school along with the quality management for
		the school.
556	A:	What would this in-house training cover?
557	B:	In-house training for the learning support section would be dealing with
558		parents, transaction of the curriculum in the school, IT-related training,
559		specific training regarding the counseling centre and its activities.
560	A:	Is this professional development specifically tailored for the learning
561		support teachers?
562	B:	Yes. All these come into this. Specific learning support teacher training-
563		external is rare. This is for two reasons- one is that such training does not
564		happen very frequently in Dubai. If it does happen, it is very costly and
565		beyond our policy budgets for training.
566	A:	So owing to budget constraints, learning support teachers do not receive
567		external professional development specific to the field, correct?
568	B:	Yes.
569	A:	So anything that comes, comes from within the school?

570	B:	Yes. The budget system at this school has definitely allocated funds for
571		professional training for learning support teachers but the available
572		training outside is on a commercial basis and is extremely high. There's a
573		lot more to comment on that but I don't want to get into that. All I will
574		say at this point is that it is beyond our reach to get learning support
575		teachers trained in that. There is a lot, lot more training happening in
576		Arabic, and not in English, so if the training is bilingual, and by that I
577		mean, translating into English, and that time, the training is kind of a
578		waste. I say this because most of the external training is geared towards
579		Arabic-medium schools and those resource people do a bilingual
580		program, and the English part of that is not so effective.
581	A:	So how do you keep your learning support department up-to-date with the
582		recent developments and practices in special education?
583	B:	We encourage the learning support teacher to use their vacation time to
584		train in India where training is more appropriate to our system and widely
585		available. This is important because our entire student population and
		curriculum is Indian.
586	A:	Yes, of course. However, special education practices often come from the
		West.
587	B:	We want our Indian learning support teachers to learn from the Indian
588		system. We may not be able to adopt Western methods. They are geared
589		for their culture and their curriculum and it is many ways a mismatch for
590		the Indian system. We do not want our learning support teachers to be
591		influenced by the Western way of thinking and then feel they are unable
592		to implement that in the Indian system. We would want them to have pure
		Indian training to impart to our Indian students.
593	A:	Okay- so learning support teachers are expected to go to India every
		summer?
594	B:	Yes, they are expected to go to India every summer. We provide them
595		with the air fare once every two years. They are asked to undergo training
		at this time.
596	A:	Which the school supports?
597	B:	Yes, the school supports this training. Their training expenses will be
598		reimbursed. However, boarding and lodging and other expenses will not
599		be taken care of by the school. We encourage them to go for training in
600		the city that they fly to from here.
601	A:	The next question I would like to ask you is, for the child with SEN, does
602		the peer-group provide support for them in any form? Do they have a role
603		in the child's learning?
604	B:	Yes, counseling support provides this. The counselor's part of it is to take
605		care of many parts where the learning support teachers, although efficient
606		enough to handle this, are not given this to do, owing to time constraints.
607		And the numbers that they work with do not permit them to handle this
608		part of it. Learning support teachers will not have the time to go out to the

609		classroom very frequently or find the additional time needed to seek out
610		the peer-groups necessary to make this happen. So this part of it is taken
611		care of by the counselor of the section, who other than the students with
612		SEN has other students coming to her for other needs. Also, apart form
613		these students, there are others who the counselor meets very frequently.
614		And so, she will encourage students to encourage students needing
615		learning support. Sometimes, there are students who will sit next to the
616		student with SEN to help them do their work. The counselors handle this
		with the required permission from the section supervisor and teachers.
617	A:	So is there a liaison between learning support teacher and the counselor to
618		do this?
619	B:	Yes.
620	A:	Are the children generally supportive of children with special needs?
621	B:	The younger children take a bit more time to understand that these
622		children are different from them in their needs. But in the higher grades,
623		especially middle school upward, the students are more exposed to media
624		and other things happening, and there are many voluntary activities
625		available to them and this is one way they recognize this. They are
		quicker in accepting these requests.
626	A:	So in the primary school specifically though, would you say the children
627		are supportive of the child with SEN in the classroom?
628	B:	The children are definitely supportive. It takes a little time for them to
629		understand this issue, and so they wonder why these children are
630		sometimes good in certain things outside of academics but need help for
631		say, Math. It takes time for the learning support teacher and counselor to
632		make them understand that learning is a different art and skill and it
633		requires certain God-given areas to be in the right place for this child to
		function accordingly.
634	A:	Do you have incidents of children receiving learning support being
635		ostracized in class or just generally segregated?
636	B:	Yes, when new teachers come in and they have not fully understood, or
637		they have not worked in schools where this policy is in place in helping
638		students with SLD. To begin with, a few new teachers show problems
639		like this initially. But then we regularly hold in-service programs to
640		educate new teachers in this and when they gel with our system, these
		problems die down.
641	A:	Speaking of policies, do you have a Special Educational Needs Policy in
642		the school? Does your learning support department have a policy?
643	B:	Yes, the learning support department has a laid-down policy.
644	A:	A written policy?
645	B:	Yes- a written policy.
646	A:	What about the home-school connection? Do you consider it a good

647		connection? From what I have gleaned from this interview, the learning
648		support and counseling sections put in efforts to make sure parents come
649		on-board with the learning support program. So are you satisfied with this
		level of connection?
650	B:	Yes- it's a very strong connection. We encourage a good, strong
651		connection through parent-teacher contact programs and regular parent
652		talks. These parents come and listen to various parenting skill talks where
653		we try to send them back to be better parents. During this talk we
654		encourage them on what they should do at home, and how the home and
655		school should work as a team- what we do and what is left for the home
656		to do. And we make a conscious effort during these talks, as well during
657		the parent-teacher meetings that this is not Team A playing with Team B,
658		but instead this is all Team A together. We allow parents to visit our
659		school frequently. Counselors and learning support teachers have their
660		own rooms where they can meet parents. So there is a lot of space and
661		time that the staff of this school gives parents so there is a strong bond
		between school and home.
662	A:	Moving on- are you satisfied with the way learning support is given
663		within the school? Would you say it is a 'good fit'?
664	B:	Satisfaction level, I would say I have achieved 30-35% satisfaction with
665		the entire program that is in place for special education. This includes the
666		implementation level as well- 30-35%.
667	A:	So am I correct in arriving at 65-70 % scope for improvement?
668	B:	That would be too much to improve- I would say we have another 20% to
		improve.
669	A:	So what are the factors that affect the optimum level of support?
670	B:	I don't think anything can work to an optimum level. At least, in every
671		situation if we achieve 70-80% functional implementation, it is good.
672	A:	But what are the factors that are preventing this maximization of potential
673		that you foresee?
674	B:	There are many- some I cannot comment on, some I can. One is the
675		availability of learning support teachers to match our salary policy.
676	A:	Are you saying that you are not able to get learning support teachers
677		because of salary structure?
678	B:	Definitely.
679	A:	So if the salaries on offer were higher, you feel learning support teachers
680		would be available?
681	B:	I can't comment on that. I cannot say – can it be higher, no. At this
682		school, a learning support teacher's salary is equated with the highest
683		earning level of a teacher. There is no level higher than that within our
684		salary structure that learning support teachers can be paid.
685	A:	What would be other factors that affect optimum provision for children
686		with SEN? By asking this, I do not restrict this to mean the learning

687		support department alone, but overall provision for the child with SEN-
688		the way special educational needs are taken care of by the school.
689	B:	The hours of schooling. Too little - it is only six hours.
690	A:	So I suppose this affects scheduling adversely?
691	B:	Definitely, because the learning support teachers offer support through
692		pull-outs. Teachers are expected to cover the syllabus within these short
693		hours of schooling. Therefore, for additional support to fit into this
		timing, it is not enough.
694	A:	So what you are saying is that it would have been better if the time
695		allotted for learning support were greater?
696	B:	Yes.
697	A:	Is consistency of learning support an issue?
698	B:	For what we have in hand, consistency is being achieved. As far as
699		identifying students, and offering the number of sessions that we do-
700		matching our needs and matching the student needs- what is practically
701		possible, is implemented and achieved. With no extra time asked and no
702		extra cost to the parent, it is offered to the student.
703	A:	Any other factors that you'd like to add?
704	B:	No- nothing more that I wish to comment on. This general comment on
705		salaries- what the school can pay versus what learning support teachers
706		can earn through private practice is very different. There are plenty of
707		learning support teachers outside, but who do not opt to work in schools
708		as they earn far more through private practice. In a school they get stuck
709		with the low salary as well as the extra number of hours they need to
710		work to earn that salary. Schools cannot run the race to pay these kinds of
711		salaries. There are also plenty of learning support teachers in India who
712		could possibly come here, but salaries are not attractive, compared to
713		what they would earn through private practice there as well.
714	A:	Many schools that offer learning support often charge an extra fee just so
715		that they can provide the staff as well as the resources necessary to cover
716		running expenses. Would this school consider this solution as an option?
717	B:	Never. The policy does not have anything as extra payment. We will not
718		put an extra burden on anybody for having an extra need. Any need.
719		Everybody has some need, often extra. Penalty for having that need is not
720		something the school will plan for. If at all we collect anything extra, it is
721		only for transport. Nothing else. All other services are offered without
		extra charges.
722	A:	What about assessment and reporting? Do you feel the practices are
723		supportive of provision or do you think they can be improved upon? This
724		is often one of they typical areas that come up when talking about factors
		affecting provision.
725	B:	Assessment and reporting is no problem, but I still come back to the

726		number of hours that are available to learning support teachers to fit in
727		their regular teaching and to find time out for students who are on the
728		waiting list for assessment and those who are on the roll of the centre.
729	A:	So you include entry assessment into the learning support program in this
730		category?
731	B:	Yes, because of the time constraints, there is a long waiting for entry
732		assessments.
733	A:	So learning support teachers have a waitlist for assessment?
734	B:	Yes.
735	A:	Why is there a waitlist like this?
736	B:	The waitlists are not a very long list but some of the students have to wait.
737		The numbers are small but they have to wait for the assessment. It's like I
738		said- we are giving them the maximum time to fit in the two or three
739		periods available to each student into each week. When the learning
740		support teachers fit that in, they are already achieving their weekly
		workload. Often, they exceed that as well.
741	A:	So you have two learning support centres with one learning support
742		teacher in each- one for the boys and one for the girls. What is the load
743		that a single learning support unit can take?
744	B:	A single learning support teacher can handle 15-17 students, maximum.
745	A:	That is with clubbing students together for a single session?
746	B:	Yes- clubbing students, varied combinations and also trying to walk the
747		line between sixteen hours of teaching per week, which equates to 28
748		teaching periods as well as case work consisting of meetings and
749		administrative work- so to balance all this is tough.
750	A:	So between this, entry assessments have to find a place as well?
751	B:	Between this, a gap has to be found to accommodate entry assessments.
752		Priority is given to the functioning of the SLD support system and then
753		the intake support is looked into. We depend on intake assessments being
754		conducted by our learning support teachers.
755	A:	Are there concerns about the need for differentiated assessments within
756		the classroom so children with SEN can be assessed and evaluated on a
757		different scale?
758	B:	No, no, no. There is no difference in what goes in the classroom for the
759		children. In the classroom we are implementing everything as common-
760		assessment, the evaluation process, the reporting process all the same in
761		the classroom. No difference for these children.
762	A:	Do you think that if there was the opportunity to differentiate this
763		evaluation that the school would take this on? Would the school consider
764		this a valid provision to offer children with SEN?
765	B:	It is a valid provision, but it doesn't fit into the present working situation.
766		Definitely in the classroom a lot more effort has to come in. But that will

767		take a long time to come in. That is not easy.
768	A:	By this, do you mean teachers' training and understanding of SEN?
769	B:	Teachers' training is in place.
770	A:	To cater to children with SEN?
771	B:	Not cater- but to identify, yes. Minimal help they can give- yes, it is in
772		place. But if the teacher has to have more to do, she would need a support
773		teacher; she would the number in the classroom to be reduced- we are
774		operating at thirty and sometimes thrity plus in most of the classes. This is
775		only possible to improve if we lower the number in the class and have an
776		additional support in the class, in the form of an assistant teacher, who in
777		all good plans should function as an apprentice learning support teacher.
778	A:	So do you have assistant teachers in this school?
779	B:	We have assistant teachers in this school but it is not to help in
780		classrooms. It is to act as a substitute when teachers are absent.
781	A:	Would it be a viable plan for the school to provide assistant teachers for
782		each classroom?
783	B:	Not at this level and for the fee under which we operate.
784	A:	Are learning support sections common among schools providing the
785		Indian curriculum?
786	B:	No- there may be shades of support but no full-fledged support units as
787		such. One other school sees to children with SEN, but the children stay
788		completely within the special education class, not in the mainstream class,
789		but even this school has closed down. So support in Indian schools is not
		a frequent occurrence.
790	A:	So by and large, do you consider this school to be an inclusive school?
791	B:	Yes.
792	A:	For special educational needs or specific learning difficulties?
793	B:	For specific learning difficulties.
794	A:	All right. Thank you very much for all the time you have made to provide
795		me this information.
796	B:	You're welcome.

C.1. ii. INTERVIEW TRANSCRIPT

LEVEL 3a

SCHOOL C

A: Researcher

B: Learning Support Teacher

Date of Interview: 24.06.09

1 2 3 4 5	A:	I've spoken to the supervisor of this department and he has given me an overview of how the learning support program is set-up and what its function is. But from you, since you are the one who is working with the children directly, I would like to know what your role would be in providing learning support for the children at this school.
6 7 8 9 10 11 12 13 14 15 16	B:	My first role would be to try and make the children comfortable in a mainstream environment because due to their academic inability to cope in class, the first thing I try to do is make them comfortable and to realize that they are wanted in a mainstream environment. Thereafter, my role would be to try and fill in the gaps that they have- and when I say fill in the gaps, as in try to make them understand that there are certain areas where they realize that they may not be at par with the rest of the children. So what I would like to do is try to explain to them that those are the areas that we would be working on at the learning support centre so they would be able to improve- they would be able to cope. That is what I want to get across to them. To bring the children up to a certain grade level with as much independence as possible.
17 18	A:	Do you believe that the existing model that is in place at this school is a 'good fit'?
19 20 21 22	B:	Far better than a lot of the other institutes that I've heard about and seen how they function. There are areas that could be improved upon here itself, but I would say we are definitely working to a level that does the best possible for the child currently.
23 24	A:	You have mentioned that there are areas that could be improved upon? What would those areas be?
25 26 27 28 29	B:	The biggest problem that we face is the time constraints. It would be nice if we could have the children in a little more often. Also, some kind of curriculum alteration or modification for them. I don't mean to imply that they should just be allowed to pass year after year without attaining what is necessary, but there should be modifications possible to what they are expected to do.
30 31	A:	So do you mean a differentiated curriculum for them? Certain areas to be dropped out at particular levels?

32	B:	Absolutely. That is what is needed.
33	A:	Are there any other areas you feel could be improved upon?
34	B:	The teacher-child relationship – most of the time it is relatively good but
35		there are times when the teacher faces a certain amount of frustration in
36		the classroom and it affects the child as the child feels that she is unable
37		to cope, and will come into the session here stating that she was unable to
38		do the assignment that day- most probably because she was *told* that she
39		was not able to do it, not because she herself recognized it.
40	A:	So would I be right to recap what you are saying to be time constraints,
41		differentiating the lessons and the syllabus, and teacher-child
42		connections? Is that right?
43	B:	Yes.
44	A:	Okay. I'd also like to ask you about the level of parent involvement in the
45		case of a child with SEN- the home-school connection? Do you feel that
		is satisfactory?
46	B:	Not at all. In fact, in some cases we have parents who are extremely
47		enthusiastic and keen to ensure that their child does well, and is able to
48		manage at grade-level. Then, there are certain other cases where the
49		parents could not be bothered at all and haven't met us, for example, for
50		two terms. When contacted, the parents say that they did not have the
51		time and that whatever has been done in school is the maximum that they
52		want and they are not even concerned when they are told the few things
53		that they could do with their child even with the time constraints at home.
54		They still do not follow that. Many of the papers come back to the school
55		absolutely empty, and when the child is asked if they have practiced the
56		work, it has not been done. So there is a problem, some parents are
		interested and very enthusiastic and others could not care less.
57	A:	The supervisor had mentioned that owing to the time constraints,
58		scheduling is difficult. So what would you say are the pros and cons of
59		the scheduling system because as I've understood it, it is that you take the
60		children out? It's a withdrawal model, you pull them out and then you
61		give them three sessions a week, three half-hour sessions a week. Is
		scheduling easy for you?
62	B:	Far from it. It is extremely difficult to the extent that sometimes we
63		cannot begin at the beginning of the term itself because our entire
64		schedule is based on the mainstream school's timetable. So what we are
65		taking is the three periods, that is, the P.E., Value Education and Art
66		periods, with the result that some of these classes, between Grades 1 and
67		2 and between sections of a grade-level, are clubbed together for P.E. -
68		with the result that many of these children have the same free time, it is
69		overlapping and you cannot take so many children at the same time
70		because they are all at different levels and those that are of the same level
71		could be fit in but then what happens to the rest? That is a very big
72		problem with the scheduling system. Another problem is that many of the

73		classes are after recess, maybe sometimes in the last two periods of the
74		day. Sometimes the last period is shortened as well, in order for children
75		to get the buses, etc. By the time the child gets in, sits down to work, it's
76		already time for her to get back to the classroom to get ready for the bus
		with the result that in a thirty minute period, you've probably gotten
		seven minutes of actual work.
77	A:	To clarify- is it that your regular learning support sessions consists of
78		barely seven minutes of real work?
79		
80	B:	If it's the last period. Other periods – no- we manage to fit in about
81		twenty minutes- sometimes the teachers change their classes due to some
82		teacher who hasn't completed her syllabus or another teacher wants to go
83		in and finish her class in that particular period- so these types of things do
84		happen with the result the child may not be sent to us for learning support.
85		So then we have to go and look for the child and find out why she hasn't
86		come. If you want to take her in, there are certain issues with the teacher-
87		all these things affect the program. If the teacher is willing to send the
88		child, it may be a little too late to take her because again, we have already
89		cut short our session by having to go look for the child, so out of the full
90		thirty minutes you could get perhaps ten or fifteen minutes depending on
		where the class is situated within the building.
91	A:	What are the areas that you deal with at this learning support unit?
92		
93		
94	B:	Language, literacy, numeracy, perceptual skills, motor skills and
95		behaviour. I deal a lot with the behavioural issues also as two of my
96		students have severe behavioural problems which I deal with as well. In
97		general, these are the areas that I work with. The emotional set-up is the
98		first thing I would deal with for the child, to make sure that she's
99		comfortable in the classroom because there's a little emotional turmoil all
100		around her and she feels that nothing is correct– so that's an area that we
		definitely work on first.
101	A:	You operate with an individual educational plan? Is this a working
102		document? Do you work directly out of the IEP?
103	B:	Yes. Directly from the IEP.
104	A:	Is it a detailed document?
105	B:	Yes, it is a detailed document and above that what I do is once I get the
106		IEP in place, I also have a lesson plan that I keep separately based on the
107		goals in the IEP and then I follow it. It's a term-wise IEP with the targets,
108		achievement criteria, the possible resources and techniques and the
109		review assessment. Apart from that, we have the information we give to
110		the parents on a term-wise basis and the information we give to the
111		student at the commencement of each class. We also include a summary
112		report that is linked to the review assessment of every goal at the end of

the IEP period.

113	A:	This review assessment is term-wise?
114	B:	Yes- it is term-wise.
115	A:	How do you decide your targets?
116	B:	Based on the initial assessment, the first IEP is set. Thereafter, subsequent
117		IEP goals are based on what has been achieved in the previous IEP and
118		what remains to be worked on. This comes from the review assessment
119		information. We may break up the skills further if a child is struggling
120		with attainment of that particular skill.
121	A:	Do you follow any particular programs while teaching at the learning
122		support unit?
123	B:	No- not really anything specific. We're quite flexible it with what we
		use.
124	A:	All right. So what I have understood is that your main cohort of students
125		for Grade 1 at the beginning of every year is from the kindergarten
126		assessments that you do?
127	B:	Yes.
128	A:	So your primary intake is in Grade 1?
129	B:	Absolutely.
130	A:	For that I am told you use the Brigance Level 1 assessment?
131	B:	Yes- that's right.
132	A:	For the other assessments that you use for children in grades 2 to 4, you
133		use informal assessments?
134	B:	We do use informal assessments.
135	A:	What are the areas you cover within those assessments?
136	B:	The same areas we remediate- language, literacy, numeracy, perceptual
137		skills, motor skills and behaviour.
138	A:	You have mentioned perception as a separate area that you remediate. Is
139		there a reason why you work specifically on this area?
140	B:	Yes, it's quite a crucial area that we work on here. For our assessments,
141		perceptual skill breakdown is the main criteria for intake. With specific
142		learning disabilities, we look for problems with perception of the visual or
143		auditory stimuli. Incorrect or the lack of perceptual skills contributes
144		towards children's specific difficulties with academic areas. So we
145		remediate this area first. By strengthening this skill as a foundation, we
		work on the academic skills.
146	A:	So coming back to parents, do you have difficulty getting them on-board
147		with the set targets in the IEP?
148	B:	With some, yes, definitely. Others are more than ready to support what is
149		done here and very willing to take what is said and work on that in their

150		capacity at home. They tell us they do the best they can to work on what
151		we have identified as the problem areas. But then there are parents that
152		first and foremost refuse to accept the fact that their child is facing a
153		problem. If and when they do accept the fact they find it very difficult to
154		understand why we go back to basics, foundational skills, like what is
		done in the lower grades.
155	A:	Oh, so you have some amount of difficulty with parental awareness and
156		understanding of learning support?
157	B:	Yes.
158	A:	Do you feel that parents are generally already aware that their child may
159		have an issue in a particular area even before the school highlights this to
		them?
160	B:	I'm afraid, more often than not; it does come as a surprise to them.
161	A:	So this means that you first have to run an awareness program, before
162		actually addressing specific issues?
163	B:	Absolutely, and this we do at the beginning of each academic year, at the
164		time of intake into learning support.
165	A:	I have also been told that you have regular parent talks, aside from
166		individual meetings with parents?
167	B:	Yes, we do.
168	A:	What do these parent talks involve? What are the topics that you address?
169	B:	Well, as I mentioned earlier, we have the basic talk on what is a learning
170		disability, what we do at this learning support unit. We have other talks-
171		some of them are talks, some are workshops, where we can have
172		interactive sessions with the parents. Examples are workshops like where
173		we talked with them about what they could do with their children during
174		the summer holidays that would help build important learning skills-
175		through play and family activity. We have talks on dealing with
176		homework and inevitable frustration that these children feel, behaviour
		modification, etc. There are a range of topics that we have hit upon.
177	A:	Do you feel that these talks are effective with the parents? Do they
178		implement the suggestions that you make?
179	B:	Well, what happens is that very often we have to cater to language issues,
180		as sometimes not all understand English. So often we do have to possibly
181		use another language as well to get the point across. Yes, in some cases,
182		the parent has not grasped what we have tried to say. I have had a parent
183		who has called the next day and said she wasn't able to understand the
184		talk, and has then come in separately for me to explain it to her in the
185		language she is used to and in simpler terms. Ever since then, I have
186		realized that I need to explain things in as simple a way as possible-
187		simpler terms, etc. So by doing this, I feel that they do pick up on what I
188		have to say. Very often, they ask for things to take home with them, such
		as handouts and information sheets, etc.

189	A:	Do you feel the resources you have are adequate to deal with SEN?
190	B:	Well, yes. We've invested in quite a range of material and for what we
191		do, it is sufficient.
192	A:	All right. I think that's about it. Thank you very much for your time and
193		all the information you've given me.
194	B:	You're welcome.

C.1. iii. INTERVIEW TRANSCRIPT

LEVEL 3b

SCHOOL C

A: Researcher

B: Classroom Teacher

Date of Interview: 24.06.09

1 2	A:	I'd like to know how many students you have in your classroom with special educational needs that receive learning support.
3	B:	Three students.
4 5 6	A:	How do you feel these children perform in class? Do they struggle to keep up with what's going on in the classroom or do you feel they are coming up to grade-level expectations?
7 8 9 10 11	B:	Two of them are progressing, although I will not say they are at grade-level. If we continue to work with them, I think they may reach grade-level by the end of the year. One of them is extremely weak and not able to manage anything. Even when we read questions to him, most of the time even that does not help him manage the work. He is not coping well enough.
12 13	A:	Do you, as the classroom teacher, feel the model of provision for children with SEN, as in the learning support program, is a 'good fit' for the school?
14 15 16 17 18 19 20 21	B:	From my experience with learning support services in the previous academic year, I feel this model worked with the child. Still, I do feel that these children miss out on important periods, such as PE, Art and Value Education, when they are taken out by the learning support teacher. The children miss out on what is being done in that period in that class. Those are also areas of development that are important for the child. Otherwise, there should be some sort of time or a separate period for those children who need learning support, which doesn't take away from the regular subjects or class activities.
22 23 24 25 26	A:	So, as it is set up in this school, the child receiving learning support misses one of two periods in the three subjects used. For example, from the two Art periods on the timetable for the week, the child misses one period for learning support and attends the other Art period. Are you saying this one period is not sufficient?
27 28 29 30	B:	Suppose we, in the classroom, are explaining something during the period that he is taken out for learning support, he misses out on that. So when he gets back, he won't know what's been covered. So when the worksheets are given to the child, he will be totally blank as to

31		how he goes about the work.
32		Then of course, he will need help from the parents and classmates, and
33		all the other stuff that comes with missing classwork. Once the teacher
34		has done something in the class, she doesn't have any extra time to sit
		with the child again and explain the full lesson to the child.
35	A:	As this is like giving an additional lesson?
36	B:	Yes. Because even if the teacher were to find the time to do that, it
37		becomes difficult for the child again. Yet again it is taking away
38		another lesson from the child while this explanation takes place. So
39		you see, it's like a vicious cycle
40	A:	So the scheduling of learning support sessions is an issue?
41	B:	I feel it is an issue.
42	A:	So with the level of support that is available, are you saying it is not
43		satisfactory in any way?
44	B:	Not fully, I will say. I mean only when independent work is going on
45		in the class. See, in situations where I have drilled the children on the
46		lesson, then these children often manage. But some lessons, where we
47		have to explain a concept to them and then the students have to apply
48		it, then the student has to do most of his work on his own. Then the
49		problem is difficult to manage. Because reading has to be done by me
50		to the child, so he can understand the question. Now that reading is
51		something I am not able to give to these two or three children
52		consistently as I should, as they are missing the lesson when I do that.
53	A:	Are you able to club the three children together and approach the issue
54		in that manner?
55	B:	While speaking to you, that idea came to my mind just now. But then I
56		have also tried to club them with other students who do well in class
57		so they can take care of them. Very often, the more responsible
58		students will call out to me and tell me that one of these children with
59		SEN is not writing or whatever else. So these responsible children
60		clubbed with the ones who need help are a support to me.
61	A:	All right. With regard to actual learning support services available to
62		these students, what are the areas you feel can be improved upon to
63		help the child with SEN perform better in the classroom?
64	B:	From my experience with the learning support department over the
65		past two years, I have felt it is quite effective, because I have seen the
66		child come up to grade-level by the end of the year. I'm talking about
67		the student I had in the last academic year who was with learning
68		support. So I feel whatever is going on in those sessions is helpful to
		the child.
69	A:	So are you saying that within the limitations of the system, learning
70		support is still helpful?
71	B:	Yes, it is still helping the child- and it is effective.

72	A:	Do you feel it is possible for you to differentiate your lessons as you
73		deliver them? Just to clarify, by differentiation I mean, is it possible
74		for you to alter, modify or lower the levels for the child?
75	B:	Yes, it is possible.
76	A:	It is possible?
77	B:	Yes- we have to do it- we differentiate the teaching in the class. For
78		the basic learners, for the proficient learners and for the advanced
79		learners. So below-average, average and above-average students.
80	A:	So how exactly is this differentiation done? Is it in your explanation?
81		Are the worksheets differentiated as well?
82	B:	No, worksheets are not differentiated.
83	A:	And assessment and reporting are not differentiated, either, from what
84		I have gathered?
85	B:	No, they are not differentiated either.
86	A:	So in what ways are you able to differentiate the lessons?
87	B:	The teaching in the class we differentiate. Like we go from simple to
88		complex while teaching. While teaching, we are also asking them
89		formative questions, and when we are asking them those questions,
90		simple questions we ask the weaker ones, so that they can answer
91		something and not lose their confidence. From there we move to
92		complex questions, which we ask the above-average students. Like
93		this, we differentiate the lesson. We also keep assessing during the
94		lesson, whether the children have understood or not what has been
		said.
95	A:	Okay- moving onto peer interaction between the students in the class-
96		do you feel the children who have SEN are included among the peer
97		group or do you feel they are left out of things?
98	B:	The interaction is okay between the children.
99	A:	Their classmates look out for them?
100	B:	Yes, their classmates look after them and they have close friends also.
101		They are settled in nicely with their peer group.
102	A:	No incidents of segregation or bullying?
103	B:	No – nothing like that at all.
104	A:	So you would consider the other children to be understanding of the
105		difficulties faced by children with SEN?
106	B:	Yes. They are helpful and don't cause trouble for them.
107	A:	When it comes to peer support, by pairing the child with SEN with a
108		student who functions well in the classroom, this is helpful to them?
109	B:	Yes, very helpful- but I will clarify that they help these children not in
110		answering the questions, but in things like making sure they know

111		what they need to copy, or drawing lines in their books, not
112		misplacing things, etc. Those kinds of things.
113	A:	Okay. How about parent involvement relating to these children with
114		SEN receiving learning support?
115	B:	Parents are supportive, for the most part. Like for the child who is not
116		coping at all, his parents had complaints about why he has to miss PE,
117		but that is not for me to look into. But they also had problems with
118		what is being done in class, saying things like we should not give the
119		child big words like 'immediately' and that even they themselves find
120		it difficult to spell so how can we expect their child to learn it. But
121		then if this is where the child is studying, I cannot give him different
122		words and he will have to keep up with what is being taught in the
123		class. Other parents though have not complained about anything.
124	A:	How about reporting with children on SEN? It is exactly the same as
125		all the other children? There are no separate concessions or alternate
126		reporting practices?
127	B:	Yes- nothing is different as such, although we are told we can be
128		lenient to a certain extent on spellings.
129	A:	Spellings only? Or does this leniency extend to things like sentence
130		structure?
131	B:	No, not really. I've been told I cannot make concessions more than
132		minor spelling mistakes.
133	A:	Okay. That's it from me. Thank you very much for making the time to
134		talk with me.
135	B:	Oh, that's all right. You're welcome.

C.2.i. OBSERVATIONAL ACCOUNT
LEARNING SUPPORT SESSION

Grade: 3

Day: Sunday

Date: 21.06.09

Time: 11.10 - 11.45 a.m.

Subject: Literacy

Type of Session: Individual Session

Lesson Plan: Reading: 'The Lettermen go to the Shops'

Key: LST = Learning Support Teacher

                          S = Student with SEN

                          O = Observer

Lesson Observation:

11.15 a.m.   (Although period starts at 11.10 a.m., session begins at 11.15

                          a.m. as student has to come to the LSU from her classroom)

                          S enters the LSU and greets LST.

                          LST wishes her in return, asking her to come in and sit down.

                          While S does this, LST informs S that O will be sitting in on

                          their session today. S nods.

                          LST gives S a reader, saying, "We'll be reading today.

                          Before we begin though, where's your pencil, child? Keep

                          your pencil ready.

                          S takes pencil out of her pencil box.

                          LST says, "Please make sure your pencil is sharpened, S.

                          Quickly."

                          S gets up and goes to LST's desk to get a sharpener and

                          begins to look for one.

                          LST tells S where to look, directing S as she looks around.

                          S finds the sharpener, and begins to sharpen her pencil,

                          seeming to struggle. She says to LST, who's watching her,

"Ma'am, this is not nice sharpener."

LST says, "Bring it here." S comes to her with the pencil.

LST sharpens the pencil and returns it to S, saying, "Here, it's done."

LST puts the book in from of S.

S reads, "The Lettermen go to the Shops."

LST says, "Good, now- what are you going to do today? You are going to finish reading this book, and whatever words you have trouble reading, we're going to write it, as we normally do, so we can learn it, okay?"

S nods.

11.20 a.m.   S reads.

LST asks S what a certain word is. S stumbles over the word 'better' reading it as 'butter'.

LST reminds S to use her finger to point to the words as she reads. LST asks S what the sound of 'e' is.

S makes two errors, trying to recall the right sound.

LST gets up, goes to the board and writes 'e' on it, asking for the sound that comes after the vowel 'a'. LST prompts S to say 'eh'. S repeats the sound.

LST returns to the table, and says, "One minute- let's just break this up first. Try."

S reads, "Buh-tuh-eh-r"

LST says, "Okay, how do we break words up? Yes! Good! Exactly! Let's hide the word and try."

S reads, stiltingly, uncovering the word bit by bit, " B-eh-tuh-r".

LST says, "Hmm- now how do we say that word?"

S says, "Beh-tehr,"

LST says, "Okay, now do we need to write this out and put it into our word bank?"

S nods and writes it out and puts in into a little box, her Word Bank.

S reads on. LST praises frequently, reminding her that she's remembering the words she used in other sessions.

271

S struggles to read 'soap'. LST reads the word with her. S still getting mixed up, looking uncomfortable.

LST says, "Don't panic. Nothing is happening. We're just doing a normal class. Nothing to be afraid of. Calm down. See?"

LST breaks up the word for S. S repeats it correctly.

LST says, "Exactly! Good work!"

S tries to read the word 'sausages' and makes it through.

LST says, "What are the two words we need to write down?"

S says, "S-s-soh."

LST says, "Soap and sausages."

S writes.

LST says, "Put it into your Word Bank." S does so.

S continues with her reading.

As she reads she reads the word 'chemist' as 'Cheh- mist'.

LST immediately says, "Well tried! (laughs) You're reading 'ch' as the blend practice we do- the digraph 'ch'! Good girl! But- in this case- " and she writes on the mini whiteboard at hand, saying the word correctly.

S repeats the word.

LST says she's not going to explain the word right then, but she will after S finishes reading, telling her to continue reading.

S reads on, recognizing the word 'soap' correctly.

LST says, "Good girl! You remembered!"

S continues to read but needs LST's help to read 'cough'.

LST breaks it up for her by writing on the mini whiteboard.

S says, "But 'f' is not there! Why 'f' sound?"

LST replies, "But what did we discuss? When 'g' and 'h' come together they make a 'fuh' sound, remember?"

S reads the word by breaking it up, making the right sounds.

LST praises her, reminding her to write down 'cough'. S does so and puts it into her Word Bank.

They continue to work on the reader, stopping as and when a word needs to be worked on, like 'guess', butcher', etc.

11.25 a.m.	S stumbles over the word, 'sausages' when it recurs in the text.
	LST prompts S by showing her the word from her Word Bank.
	S still has trouble with it, reading it as 'soo-say-jes'. LST reads the word with her. S repeats it correctly.
	LST praises S's efforts as S continues to read.
	S finishes reading the book, with help on the words, 'candy shop', 'munch', 'cakes' and 'nearly', picking up fluency as she progresses.
	LST praises S effusively when she finishes the book.
	LST asks S to put all the word cards written out into the Word Bank.
11.30 a.m.	LST says, "Now- let's go back to the reading."
	They start again, with LST asking questions to check for understanding of text.
	LST says, "Don't rock the chair, S. You will fall."
	They talk about shopping lists.
	LST asks, "Why do we make lists? Don't rock the chair, sweetheart. Do we buy everything in the supermarket?"
	S replies, "Food."
	LST says, "Okay, food, things they need. So why do we make lists?"
	S says, "Means, if one friend want to give some, uh- your friend, one friend, then the Letterman takes the list and … (pauses)"
	LST says, "Okay. But these are the Lettermen that we read about – they're just people, just people. Remember the Lettermen had a party and we discussed it?"
	S says, "Yes."
	LST continues, "The same Lettermen, they're going to go shopping- and they are going to make a shopping list- what are they going to make?"
	S replies, "A shopping list."
	LST says, "Why are they going to make a shopping list?

Does your mummy make a shopping list?"

S says, "No."

LST says, "No? She remembers everything?"

S nods. LST says, "Okay. But why do you think the Letterman is making a shopping list? Why is he writing down everything?"

S answers, "All old things."

LST says, "No- why are you writing down all these words here?", pointing to the word cards.

S answers, "To remember!"

LST says, "Exactly! Good! So in the same way, the Letterman is making a list to remember what to buy, because if he doesn't make a list, he may forget. He needs to remember what to buy. Okay? Sometimes, when you go to the supermarket with your mummy, and mummy buys everything, sometimes she comes home and says, 'Oh! I forgot to buy the onions!' Yes? "

S nods, and starts to say, "When, when I go to- she-she- buys then, she buys- then how much money- how much money, will uh- this- this milk will get. For taxi, she…then she….goes home and – and showts my father."

LST says, "Okay. So she doesn't make a list when she is going shopping, but she comes home and makes a list with the prices and shows it to Daddy, right? Okay, so that's how she uses her list. That's also a list. Okay. Now in this way, what does Ms. LST do when she goes to the supermarket? She first makes a list- because she forgets all sorts of things- and then she goes. So like that, the Lettermen also make a list to remember what to buy."

LST points to text in book, saying, "See, they make a list because they better not forget anything, or?" and LST and S read from the book together, "We won't have anything for tea."

11.35 a.m.	LST and S begin to compile a list of things to buy from the book.

LST gives S a strip of paper.

LST asks S to draw the things they find, one by one, on the list and write the word against it.

LST prompts S to guess the word whenever she has trouble with it, by relating the objects to real-life.

They add in soap, medicine, apples, bananas, carrots and peas.

LST reviews list in the order they've put down.

LST says, "What's next?"

S says, 'Butcher."

LST says, "Yes, they go to the butcher, and what can we get from the butcher?"

S says, " juicy- juicy- leg"

LST says, "Yes, a juicy leg of lamb. Come on, let's draw that. Maybe you can turn the list over and continue here?"

S draws and writes the words.

11.40 a.m.   LST says, "Now, what do the Lettermen like best of all? In their list, what is the thing they like best of all?"

S looks into the list, whispering, "Sausage?"

LST says, "Exactly. Please draw that sausage. Take your pencil and draw. Do you know how to draw that? Come on let's do that together." LST guides S's hand as she draws.

They continue with the word, 'fish'.

S draws it and they hear the bell go.

LST waits for S to finish drawing, and says, " Very beautiful! How nicely you've drawn everything! Now, we haven't finished with this, so I'm going to keep all this here, because I want you to do some more work with these words when you come next, okay?"

S nods.

LST reminds S to take her pencil box with her.

S begins to leave, unsteadily. LST checks if she's feeling ill or dizzy. S shakes her head. LST tells her she'll walk her back to class. LST and S leave the LSU.

C.2.ii. SCHOOL C- LSU LAYOUT

Literacy Display

Window

Teacher Desk

Filing Cabinet

Numeracy Display

Student Desk

Charts

Charts
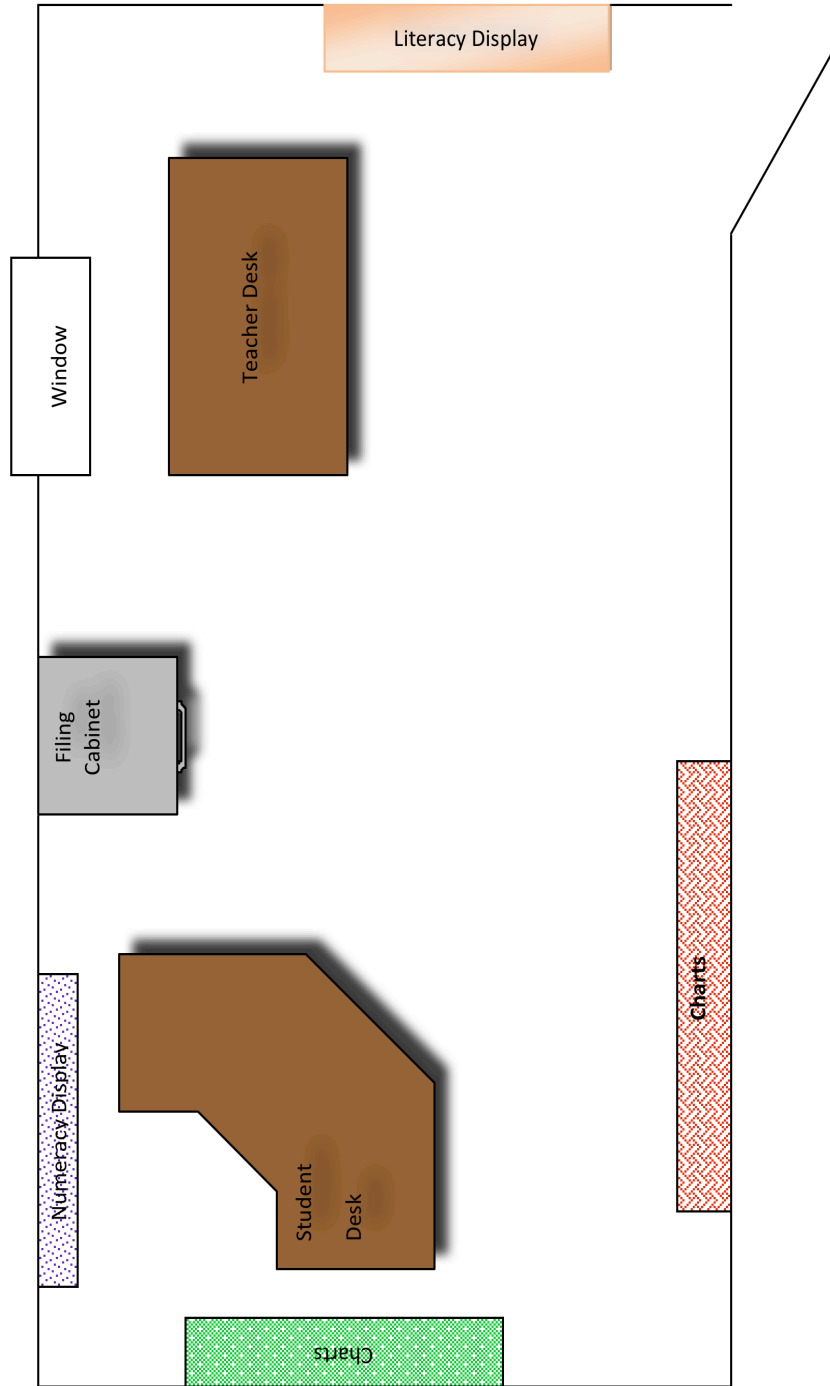
C.2.iii. OBSERVATIONAL ACCOUNT
CLASSROOM SESSION

CLASSROOM OBSERVATION:

Grade: 2

Day: Sunday

Date: 21.06.09

Time: 11:50 a.m.- 12.15 p.m.
     12:15 p.m.- 12.45 p.m.

Subject: English

Type of Instruction: Direct Instruction

Lesson Plan: Vocabulary- Keywords & Meanings- People who help us

Key: T = teacher
     S1 = Student with SEN 1
     S2 = Student with SEN 2
     S3 = Student with SEN 3
     CM1 = Classmate 1
     CM2 = Classmate 2
     CM3 = Classmate 3
     CM4 = Classmate 4
     O = Observer

Lesson Observation:

11.50 a.m.   Children are moving around the classroom, submitting notebooks to the teacher.

(Refer Appendix I.C.2.iv. for seating arrangement of S1, S2 and S3)

S1 is seated quietly.

S2 looks around while in place.

S3 is standing up in his place, for no obvious reason.

T says, "Hurry up! Hurry up! Give the books fast! Now, the other day, I was telling you all about the post office and I was showing you this model. Did I explain to you how we get the letters from the postbox?"

Students reply, "Yes, ma'am."

S1 quiet.

S2 seated and looking at T.

S3 sits down.

T asks, "did you understand it?"

Students reply, "Yes, ma'am."

T says, "Okay. Now again we will study about the fire station." She holds up a model fire engine, saying, "Now- you must have all seen this on the road. Yes? What is this?"

Students reply, "Fire engine."

T says, "It's a- " and writes the word on the board.

T says, "Fire-?"

Students supply, "Engine."

T asks, "And who are the people who sit inside this? What are they called?"

A student calls out, "Fireman."

T says, "Fireman or firemen. When there are two or more what do we say?"

Students reply, " Firemen."

T says, "When there are many firemen together, what do we call them?"

A few students reply, "Fire brigade."

11.55 a.m.   S3 sits with one leg up on his chair.

S1 and S2 are looking at T.

T writes the words 'fire brigade' on the board.

She asks students to clarify between fire engine and fire brigade, pointing the differences out as she goes, with students raising their hands to answer.

S1 looks around, then plays with the corner of the page of his book while looking at T.

T asks students about the sound a fire engine makes. Students respond accordingly in the background, while T says, "Yes, S1? S2, have you heard this kind of sound?"

S2 nods, shyly.

T says, "Okay- so we hear this kind of sound coming from the fire engine. Now why do people move out the way when the fire engine is going fast making this sound? Where is it going?"

A student replies, "Fire."

T says, "Yes, when there is a fire somewhere, then the fire engine goes there. Tell me- what do they go there for? Why does a fire engine go to a place where there is fire?"

Another student responds, "To put water on the fire."

T asks, "Why do they put water on the fire?"

A student replies, "To put it off."

T repeats his answer and then says, "Now, do you all remember in your science project you had all made a fire extinguisher?"

Students say, "Yes."

T writes the word on the board, asking the class, " What does it mean?"

Students are silent.

T calls upon a student to answer. He says, "When there is a fire, you get the

278

fire extinguisher and put it on the fire."

T says, "Yes, but what does this word (pointing to 'extinguisher') mean? You all know what a fire extinguisher is, but what does only this word mean. Okay I won't say all this (she erases the words and leaves 'extinguish' on the board) the word 'extinguish' mean?"

A student raises his hand.

T says, "Yes?"

He replies, "Water."

T says, "No."

When there are no other responses, T says, "'Extinguish' means putting off the fire. To use a fire extinguisher, we put off the fire. So the fire extinguisher extinguishes the fire."

CM1 is sitting next to S3 and keeps rocking his chair back and forth, making constant noise. S3 appears to be undisturbed by this.

12.00 p.m.   T is explaining the word 'fire-fighting' now. She imitates ways to fight a fire, putting in s few odd actions as well. The students all laugh. S1 joins in. S2 smiles, not appearing quite sure why everyone is laughing. S3 looks around, with no expression.

T then reviews all the words covered so far, using them in sentences.

S1, S2 and S3 are looking at T.

T talks about the ladder on the fire engine. She picks up another fire engine model to explain further.

S3 stands up in his seat, bending over his desk.

T asks, "Why does this fire engine have a ladder on top?"

T looks at S3, "Do you know, S3? You're standing up makes me think you want to try answering the question."

S3 continues standing while T asks, "Which number do you call for an emergency?"

All the students try to answer the question, raising their hands and standing up.

T says, "Ah, all of you know? Even S2, you know? Okay, what is the number?"

Students start calling out the number.

T looks at the rest of the class, saying, "I did not know that you were all S2 here. I asked S2. What is the need for you to shout like this in the class?"

Students sit back in their places, absolutely quiet.

T calls on S2 to answer, who says, "Nine-nine."

The students giggle. T says, "S2, only nine-nine? Okay, S2, listen carefully, okay? CM2 will tell you. Yes, CM2?"

CM2 answers, "Nine-nine-nine."

T asks, "How many nines?"

CM3 answers instead of CM2, "Three."

T looks at CM3 and says, "Am I asking you, CM3?"

CM3 shakes his head.

T asks CM2, "Three what?"

CM2 answers, "Nine,"

T repeats the emergency number writing on the board saying 999 is for the police station and 997 is for the fire station.

T moves onto talking about the police station, introducing a police car toy. She switches on its siren. All the students are watching and smiling. S3 is still standing.

12.05 p.m.   T asks more questions related to police work and works on student comprehension.

S3 stands through all this.

S1 is chewing his fingernails.

T continues asking the class questions.

S1 puts his arms over his head.

T moves onto talking about ambulances, correcting student response.

T asks, "Can anybody tell me the meaning of the word 'patient'? I have explained it to you before. Who is a 'patient'?"

S1 raises his hand. T looks at S1, saying, "Yes, S1?"

S1 answers, "A person."

T asks, "A person? You are also a person but I'm not calling you a patient. Only some people are called patients. Why are they called that? What happens to them at that time?"

Class is quiet, with no responses.

T says, "I've explained to you all before. Then what happens to you all? Forgotten? A person who is sick or- ?"

Class says together, "Hurt."

T answers, "Yes, hurt. A person who is sick or hurt."

S2 is shaking his legs.

S1 has his finger in his mouth.

S3 is looking at T but not joining into any student responses or showing any reaction to what T says to the class.

12.10 p.m.   T returns to talking about ambulances, doctors and patients.

S3 turns and looks at O (who is S3's learning support teacher). S3 keeps staring at O.

S1 and S2 are looking at T.

S3 turns away from O and looks around. Then he rests his head on the table.

T explains the meaning of the word 'laws' and relates it to the police.

The bell rings for the next period.

12.15 p.m.   T continues talking about police stations.

S1, S2 and S3 sit quietly, saying nothing and unengaged.

Students make choral responses, but S1, S2 and S3 do not say anything. S2 smiles while the other students answer.

	S1 fiddles with his buttons.
	S3 turns and looks at O again, unengaged, and uninvolved with what the rest f the class is doing, which is, listening to T.
12.20 p.m.	Lesson continues with more of the same- T questions, class responds. S1, S2 and S3 do not answer any questions. T does not call upon them either by this point.
	Other students are quiet and listening, responding when necessary.
	T talks about more vocabulary words, like, 'arrest', 'criminals', etc.
12.25 p.m.	T reviews words covered so far, pointing them out on the board, and leaving sentences unfinished for students to complete.
	S1, S2 and S3 are sitting quietly, not responding to any of the questions asked. S2 smiles intermittently.
	T asks students for choral responses. Again, S1, S2 and S3 make no responses.
	T looks at S2, asking, "S2, why aren't you speaking? You're not in this class?" S2 nods, smiling.
	T says, "Then?" looking at S2.
	T turns to class, saying, "Again-"
	The students respond chorally, "The policeman maintains law and order." S2 mumbles to himself.
	T says, "Next verb- come on. Who can tell me?"
	Students respond and begin to giggle at worn answers made by their classmates.
	T makes them repeat a sentence twice.
12.30 p.m.	T asks students to repeat words, taking turns between the two sides of the classroom. Students recite the answers accordingly.
	S1 joins in every once in a while, while S2 smiles.
	S3 is still looking around, not particularly focused on anything.
	T calls upon CM4 saying, "Stand up and tell me the three things we have said just now."
	He looks at her blankly.
	T says, "I can see you are only moving your lips and not bothering to say it with the class. Say it with the class. Then you will learn it.'
12.35 p.m.	T adds, "Pay attention. Keep standing. Listen to what the class is saying. Listen carefully."
	The students reply in chorus, noisily.
	T asks CM4 to give the answer again.
	CM4 replies incorrectly. The other students start to giggle. T cut them off saying, "What is there to laugh? You never make mistakes? Let him try."
	T helps CM4 say the answers and then tells him to sit down.
12.40 p.m.	T goes over what the class has covered in the two sessions, continuing in the same manner.
	T pulls up a student, saying, "Stand up there. This is the time to play with

your car? Keep standing. Why is this out on the table and why are you playing with it just now?" T takes away the car.

T identifies 4 keywords for students to remember.

Then T asks if anyone can give her any other words that police men so.

A student raises his hand.

T says "Yes?"

The student says, "Controls the traffic."

T says, "You're repeating what we just said. Anybody else?"

Students are quiet.

T begins to talk about banks and cheques, reviewing vocabulary from a previous lesson done a few days ago.

The bell rings.

T tells students to get ready for the next lesson and leaves the class. S1, S2 and S3 stay in their places as do most of the other students, waiting for the next teacher to come and take a lesson.

C.2.iv. CLASSROOM LAYOUT MAP

Blackboard

Door

Cupboard

Cupboard

Teacher Table

Posters

Notice Board

Notice Board

S1

S2

S3

Windows
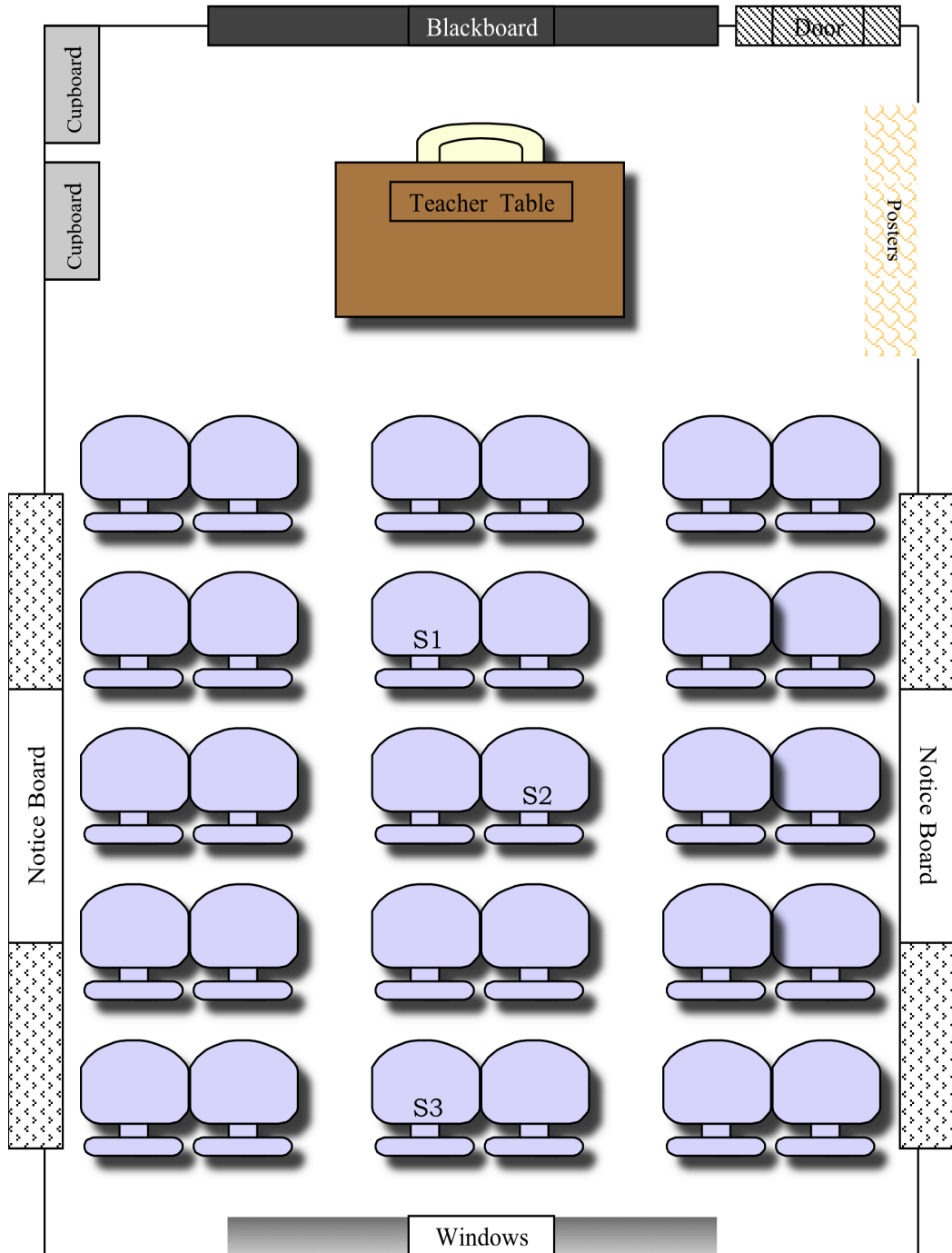
C.3.i. SEN POLICY DOCUMENT

SCHOOL C

THE   SCHOOL

LEARNING SUPPORT POLICY

POLICY:

The   Policy of the   aims to lay down guidelines within which the   is to operate to offer learning support to meet the needs of its students within the broader framework of the whole school policy on quality education for all its students.

Aims and Values:

- The   shall follow the school values and ethos on supplying education that is characterised by high standards and quality, through its approach based on student needs.
- The   aims to provide access to the curriculum followed by the school for enrolled students 'at risk' for or diagnosed with Specific Learning Difficulties.
- The   operates on the principle of inclusion of students with special educational needs, and shall not indulge in activities that signal exclusion.
- Training at the   shall be skill-based in orientation and shall not directly deal with lessons that are part of the curriculum.
- By promoting learning support within the school, the school aims to facilitate the development of a wider knowledge about the range of needs within students.

Objectives of Policy:

- It is the aim of the Learning Support Policy to create a framework for operational functioning of the

- This policy aims at considering and meeting the needs of students with Specific Learning Disabilities, to help them gain the education that is available to them.
- It is intended that this policy may streamline whole school functioning towards learning outcomes that keep students with SLD in school, and not end with the student having to transfer to another curriculum or facility prematurely.
- The   should be a support to not just students with SLD, but to the entire school, in terms of promoting:
    - whole school values on inclusion
    - higher levels of teacher involvement with students with SEN
    - positive outlook on part of staff and students towards students with SEN
    - school objectives of making significant contributions to SEN provisions within the larger society.
- Parents as equal partners in their child's education is a principle that this policy aims to promote.

Strategy:

The policy for the   has been established to streamline behaviour of all parties involved in SEN provision into a pattern that is cohesive with the overall running of the school.

As per the date of this policy being drawn up, students assessed to require learning support will be provided   assistance between Grades 1 and 4. There exist three separate   divisions at this present time:

        A.   for Girls from Grades 1 to 4.
        B.   for Boys from Grades 1 to 4.
        C.   for Girls & Boys for Grades 5 & 6.

Each   has one special educator responsible for it. Every   will function and maintain records independently, under the guidance of the Supervisor. Activities that require coordination

between the three special educators shall be at the Supervisor's discretion and will have to be carried out as per instructions given.

In case of restructuring and additions to the department's strength, these policy statements hold good unless otherwise revised.

Key Roles and Responsibilities in relation to   operation:

The following key personnel are directly involved in executing the objectives of this policy, and their roles and responsibilities have been included in this document so as to guide behaviour appropriately:

1) Special Educator: The Special Educator is the main person involved in the daily operation and functioning of the   for which she is in charge of, according to management decision, and as such holds a number of responsibilities. The Special Educator shall:

- Set up and run the   for her section, and follow procedures as laid down by the Supervisor, with regard to operation, record keeping and liaison with other school personnel and external bodies.
- Be responsible for informal assessments and decisions regarding fulfilment of intake criteria.
- Draw up Individual Educational Plans for students enrolled at   , as per assessment/ review indicators.
- Take up training of students at risk for or diagnosed with SLD in skills required to access literacy and numeracy within the curriculum followed in the classroom.
- Liaise with school personnel in matters affecting   student provision and learning.
- Explain the implications of SLD, counsel and support parents through the field of SEN, and work towards maximum co-operation from parents. Possible remedial activity lists are to be provided to parents to aid student learning and maintenance of skills.
- Consult the counsellor attached to her section in matters concerning   students' emotional health and stability that fall outside the line of special education training and support.
- Continually monitor student progress both in   as well as in class in the areas of literacy, numeracy and learning skills.
- Source out materials and resources that would aid student learning.
- Shall not be involved in decisions regarding student promotion or detention in a grade.
- Shall maintain confidentiality of each case.
- Establish rapport with all key players involved in ensuring student learning.
- Organize and hold talks related to the field of Special Education for parents and teachers, once every term for each group, to create awareness and foster skilful handling of the child with SEN.

2) Supervisor of   :

As the   is a part of the   Centre, the Supervisor of the   Centre is responsible for matters concerning the   , and holds direct authority over   staff. The duties associated with this role are:

- To oversee the functioning of the   and its staff.
- To guide staff towards actions that mirror school and policy values.
- To coordinate with other departments when needed, with respect to   functioning.
- To act as a liaison between staff and management when required to.
- To facilitate special educator resource and equipment requirements, allocating part of the   Centre budget to the   .
- To ensure whole school development of SEN and inclusive principles.
- To monitor staff compliance with policy guidelines.
- To review staff effectiveness and performance.

3) The Principal:

The Principal is a key player in the   Policy. The Principal's role within this section is:

- To facilitate the operation of the   according to guidelines set out in this document.

- To meet special educators individually once a month to be updated on   activities for that month.
- To review the performance of special educators in her section.
- To act as the deciding body on matters concerning   students that do not fall within the purview of this document.
- To promote student access to learning support provided in the   , by encouraging staff to utilise this facility for their students.
- To encourage partnership between teachers and special educators in ensuring learning for the student with learning difficulties.
- To provide information to parents on learning support provided by the school and encourage them to seek help early.
- To advocate inclusive principles in keeping with the ideals of the

4) The Supervisors:
   Supervisors in charge of sections having   attached shall follow the outline of duties below. Supervisors are to:
   - To oversee smooth functioning between classes and learning support.
   - To encourage parents and teachers to give early referrals to the   when learning difficulties are suspected in a student.
   - To utilise special educator expertise within supervisor's section for activities that aid overall student academic performance.
   - To engage special educator in in-service teacher training programs, if related needs are identified.
   - To have weekly meetings with the special educator to receive feedback on students at   .
   - To facilitate and promote the school's SEN values and objectives.

5) Teachers:
   - Teachers are to refer students with suspected learning difficulties to the   department for further action to be taken.
   - Teachers are to formally meet the special educator once a term if their students are enrolled at the   . Teachers are encouraged to keep in close touch with the special educator regarding these students even at other times during the school year.
   - Teachers are to follow the procedures laid out in the   Procedural Guidebook when sending students to the   .
   - Teachers are encouraged to follow guidelines given by the special educator in helping students learn within the classroom.
   - Teachers are to attend   programs that are organized for them.

Assessment and Admission Procedures:
Assessment of students showing signs of learning difficulties will only be undertaken after going through the procedures laid down in the   Procedural Guidebook.
Assessment and admission will follow the pattern below, unless the Supervisor advises otherwise:
- All students to be assessed will be taken on as individual cases by the special educator concerned as per the availability of her time, and details will be entered into the Referral Register.
- Informal assessments will be undertaken by the special educator in the areas of language, reading, spelling, writing and math. The purpose of these assessments is to identify problem areas and target the skills to be included in the Individual Educational Plan (IEP).
- Students who already have a psycho-educational report stating the presence of a Specific Learning Disability will still have to go through the   assessment.
- Once the assessment is completed, the special educator will make out a report stating her findings.
- Learning support is to be provided only to those students exhibiting signs of Specific Learning Disabilities, or those showing signs of being 'at risk' for SLD, as per the assessment carried out.
- If the special educator decides that learning support is not necessary for the student assessed, case disposal procedures will be undertaken as per the   Guidebook.

- If learning support is recommended, the special educator is to begin case intake procedures of meeting with parents, teachers and supervisors, to inform them of case intake decision and implications for all parties involved in student's learning.
- The special educator is to complete all paperwork involving forms related to the   as per the Guidebook. Assessment details are to be recorded and the IEP drawn up. Storage of reports will follow format laid out in   Guidebook.
- The special educator is to request parents to get a formal psycho-educational assessment done by an educational psychologist, if the school cannot provide this service. A copy of this report is to be included as part of case documentation.
- Remedial sessions are to commence once special educator completes case intake procedures.

Training and Review:

training for the student needing learning support is to be skill-based. Syllabus portions are not to be dealt with at the   . Special educators are not responsible for curriculum learning. Special educators will focus completely on the learning skills required by the student to cope with the SLD.

The special educator will also carry out regular observations of the student's ability to cope with classroom demands and adapt teaching accordingly.

Training will take place only during the three allocated periods in a week. The special educator will draw up the student's   timetable, following the procedures laid out in the   Guidebook.

Term review of progress made by students of the   will be carried out via the Progress Report Form to be filled out by individual students' class teachers. These forms are to be handed back to the   to keep on record.

End of year review will be carried out by the special educator in relation to IEP targets. Results shall be recorded and filed accordingly.

Provision for the   Student:

The   student is entitled to the following provisions:
- All   facilities will be provided free of charge.
- Student seating arrangements within the classroom can be changed as per special educator request.
-      students are to be encouraged to work with 'study buddies' within the classroom during English and Math classes. Study buddies are to be given clear guidelines to follow by the special educator prior to the commencement of this particular provision.
- Students of the   can have the question paper read to them by the teacher if necessary.

Parent Involvement:

The   will keep students and parents at the centre of their focus and will encourage parents to take equal responsibility for their child's learning. Parents are to be guided into looking at themselves as partners in their child's education. The following statements regard parent interaction with the   .
- Parents are to be intimated of the results of the   assessment soon after the special educator collates the results.
- Parents are to be called in for an intensive meeting with the special educator to discuss assessment results, implications of being enrolled at the   ,   timetable, IEP targets and work that can be done at home and the family background history.
- A case recording of this meeting will be made and filed in the case file.
- Special educators are thereafter to meet parents once a term at a minimum to inform parents as well as monitor student progress.
- If parents decide against   enrolment for their child, the special educator is to close the case immediately.
- Parental cooperation is to be encouraged at all times and the special educator is to take the time to explain details as and when required.
- Parents are also to be encouraged to attend talks organized for them by the   .

Criteria for Case Disposal:

Special Educators can close cases referred to them under the following conditions:
- Assessments do not reveal a legitimate need for learning support.

- A sufficient number of targets aimed at in the student's IEP have been achieved, and the special educator is confident of the student's ability to cope with the regular classroom independently.
- Parents are not in favour of   enrolment.
- A consistent lack of co-operation from parents to become involved in student's learning over a substantial period of time, despite repeated efforts from the special educator's part to bring about this co-operation.
- Student is transferred to another school, or to a higher section of the school not within the special educator's purview. If this higher section has a special educator attached to it, the first special educator will transfer the case to the second special educator as per procedural guidelines laid out in the   Guidebook.

Professional Development of   Staff:
The Supervisor shall send members of staff to training courses when and if he feels it is necessary. Members of the   staff are also encouraged to respond to opportunities for professional development and inform the Supervisor of potential opportunities. The Supervisor is to look into the request for professional development and obtain the necessary sanction if he is in favour of this particular training opportunity. All fees will be paid by the school.

The special educators are then to make the necessary arrangements to attend the training session as per instructions given by the Supervisor.

Documentation of this training is to be made and its details stored for future reference. The Supervisor is to be briefed on the training and the special educators' feedback of its perceived benefits.

Review of Policy:
The above policy statements should be reviewed at least every two years.

C.3.ii. INITIAL REFERRAL FORM FOR LS ASSESSMENT

REFERRAL FORM

Name of the student: _____ Sex Female

Grade: I   Stream: ____   Div: ____

Perceived/identified problem for referral (please specify your observations / findings):

_____ Learning Difficulty _____

_____

_____

_____

Efforts already been initiated to deal with:

(a) by the Referee L. D. Tests Conducted _____

_____

_____

_____

(b) by the Supervisor_____

_____

_____

(c) by any other person(s)_____

_____

_____

Name of the Referee:_____ Designation _____

Signature of the Referee:_____ Date of referral: 1/4/2006

C.3.iii. LS ENTRY ASSESSMENT FORM

ASSESSMENT REPORT – KG 2

NAME:

SEX: Female

CLASS: KG 2 –

CLASS TEACHER:

DATE OF ASSESSMENT: 12.12.05

SUMMARY REPORT:

Oral Language: Poor oral language skills, both at the receptive as well as expressive levels. Takes time to understand and respond to language. Understands some verbal directions well while others had to be repeated. Auditory memory deficits apparent. Speech deficits in articulation with sound substitution of 'd' to 'cuh', 't' to 'cuh', 'sl' to 'ch', 'l' to vuh', 'sk' to 'ch, 'th' to 'ch', 'is' to 'chich', etc. Therefore, speech unclear.

Reading: Visual discrimination skills deficient at times, with difficulty orienting letters properly. Both letter recognition as well as letter sound association skills not up to grade-level. Three letter word recognition very poor, characterised by reversals and substitutions.

Spelling: Poor spelling skills, with a number of reversals.

Handwriting: Laboured unsteady movements in both gross motor as well as fine motor usage. Very slow execution of tasks. Awkward pencil grip and straight paper position. Writes very slowly and with great effort.

Math: Very poor numerical recognition, with frequent reversals of digit and place value. Digits substituted often. Fair amount of numerical comprehension up to 10 with occasional mistakes. Sequences numbers well.

Learning Support recommended for oral language, reading, spelling, writing and math.

C.3.iv. IEP SAMPLE

<u>INDIVIDUAL EDUCATIONAL PLAN</u>

Academic Year: _2008 - 2009._

Student: _____

Date of Birth: _30 - .11 - 00_

Class: _3_

Class Teacher: _____

Learning Centre Teacher: _____

Initial Commencement of Support: _01- 04 - 2006._

IEP Period: _Sep 08_ to _Mar '09_

External Educational Services:
(names of organizations/ persons not to be recorded)

_____

_____

_____

_____

_____

_____

TERM 2

Start Date: 1st Sep, 08   Review Date: November 2008   -ype of Support: Individual / small group

Targets	Achievement Criterion	Possible Resources & Techniques	Review Assessment
1. will acquire 22 frequently words	100%	miaaow words	achieved
2. will register & spell 36 frequently used words	100%	miaaow words, board games	achieved.
3. will produce consonant blends in isolation	60%	cards; workaheets; plastic letters.	achieved.
4. will decode the following consonant blends in words	60%	cards; worksheets. plastic letters, board games	achieved
5. memorize basic multiplication tables 2-5	70%	worksheets; music	not achieved (Time constraints)
6.			
7.			
8.			

Information given to Parents:
Goals discussed in detail

Information given to Student:
'S' will be given directions & explained 'why' before the commencement of class

Summary Report: Julia has worked extremely hard & has achieved all her goals— Some of them past the achievement criterion. Tables— goal yet to be achieved due to time constraints.

TERM 3

Start Date: _Jan '09_ — Review Date: _February '09_ — T. of Support: _Individual / group_

Targets	Achievement Criterion	Possible Resources & Techniques	Review Assessment
1. will revise, learn & read frequently exposed words	100%	word cards	Achieved
2. will decode words with initial/final consonant blends	100%	reading lists, games, activity sheets.	Partially achieved
3. will read & comprehend unfamiliar printed text.	60%	Printed text. Printed activity sheets.	Not Achieved
4.			
5.			
6.			
7.			
8.			

Information given to Parents: Parents to be informed re: strengths & weaknesses. Parents will also be told reasons why and goals put forward for & how & why they will be achieving at the s/c.

Information given to Student: will be briefed before each & every class as to why she is doing a task, how the will do so, see some & use importance of the task in daily life.

Summary Report: Julie has shown significant improvement this academic year. She has gained new vocabulary in the sentence construction & reading these new words she has gained well in initial blending sounds.

C.3.v TEACHER LSU FEEDBACK FORM

END OF TERM STUDENT EVALUATION

Student:

*Grade Level: _3_

Learning Centre Teacher:

Evaluation Period: _Sep '08_ to _Dec '08_

Class Teacher:

Please evaluate the student mentioned above against the skills listed below, by placing a '√' in the appropriate column, according to his/her progress within the classroom, during the evaluation period stated above. Kindly return this form to the Learning Centre teacher by _20/11/08_.

S.NO.	TARGET SKILL	AT *GRADE LEVEL	NOTICEABLE IMPROVEMENT	NO IMPROVEMENT
1.	Will revise 22 frequently used words		✓	
2.	Will sight read & spell 36 frequently used words		✓	
3.	Will produce consonant blends in isolation		✓	
4.	Will decode consonant blends in words.			
5.				
6.				
7.				
8.				

Signature of Class Teacher:

Date: _13/11/08_

294

D. SCHOOL ACCESS REQUESTS

From   06th May 2007
Anne-Marie Prem
P.O. Box 7631
Dubai
United Arab Emirates

To
The Director
School A
Dubai

Dear Madam,

Sub: *Request to conduct study on provision for children with Special Educational Needs (SEN) in*
for dissertation purposes

I am a Master of Education student, specialising in Special Education, at the British University in Dubai. In order to meet course requirements, I am expected to hand in a dissertation based on research on a topic of my choice. I am very interested in SEN provision within the various private educational establishments in the UAE, and as such would be grateful for the opportunity to look at how   School enables its students with SEN to have access to the curriculum.

The areas I am mainly seeking information on are:

- The Model of SEN provision within the school
- Curriculum and Pedagogy within the general classroom
- Assessment and Reporting with regard to the SEN program
- Factors affecting SEN provision
- Home-School connection within the SEN program

This information would allow me to construct a clearer picture of the various aspects that contribute to inclusion in the UAE.

In order to collect this data, I would be much obliged if you would allow me to conduct observations and interviews as well as an analysis of relevant documents. All information gathered would be confidential and used strictly for research purposes, with no specific references made to either participants in this study or to   School, as a whole.

To gather this amount of data, I would ideally need 3-4 complete working days at your school. My tentative plan is to visit the school on 9th May 2007 and 13th May 2007, if this is suitable to you. My tutor for this course, Dr. Eman Gaad, referred me to you, earlier last week.

                , your special educator, and I were classmates when we qualified as Special Education teachers some years ago. I would be happy to spend time in the learning support centre with   and gather the information I am looking for through her. I would also be grateful if you would allow me to do one learning support session observation and one general classroom observation of a literacy lesson in progress.

The fact that   School has an established department catering to special educational needs, and as such structured programs for children with learning difficulties makes it a school I would welcome access to for the purposes of my study.

Thanking You,

Yours sincerely,

Anne-Marie Prem

E-mail: annemarie_prem@hotmail.com
Mobile: 050-2010722

From   29th April 2007
Anne-Marie Prem
P.O. Box 7631
Dubai
United Arab Emirates

To

Head Teacher
School B
Dubai

Dear   ,

Sub: *Request to conduct study on provision for children with Special Educational Needs (SEN) in School for dissertation purposes*

I am a Master of Education student, specialising in Special Education, at the British University in Dubai. In order to meet course requirements, I am expected to hand in a dissertation based on research on a topic of my choice. I am very interested in SEN provision within the various private educational establishments in the UAE, and as such would be grateful for the opportunity to look at how   School enables its students with SEN to have access to the curriculum.

The areas I am mainly seeking information on are:

- The model of SEN provision within the school
- Curriculum and Pedagogy within the general classroom
- Assessment and Reporting with regard to the SEN program
- Factors affecting SEN provision
- Home-School connection within the SEN program

This information would allow me to construct a clearer picture of the various aspects that contribute to inclusion in the UAE.

In order to collect this data, I would be much obliged if you would allow me to conduct observations and interviews as well as an analysis of relevant documents. All information gathered would be confidential and used strictly for research purposes, with no specific references made to either participants in this study or to   School, as a whole.

To gather this amount of data, I would ideally need 3-4 complete working days at your school. My tentative plan is to spread these days over a period of 2 weeks starting from 16th May 2007, if this is suitable to you.

I did mention my desire to visit your school to conduct this study when I met with   and you last year, and I do hope you are still willing to have me over. I will be in touch with you shortly to discuss the study and possible dates, if you are still interested.

The fact that   School has been proactive in the field of SEN within the UAE has prompted me to request access to your system, in the hope of gaining invaluable insight and clarity on the current status of special educational practices in the private education sector. I look forward to this time in your school.

Yours sincerely,

Anne-Marie Prem

E-mail: annemarie_prem@hotmail.com
Mobile: 050-2010722

From   10th April 2009
Anne-Marie Prem
P.O. Box 7271
Dubai
United Arab Emirates

To

Supervisor- Counselling
School C
Dubai

Dear Mr.

Sub: *Request to conduct study on provision for children with Special Educational Needs (SEN) in*
        School,   for dissertation purposes

As you know, I am a Master of Education student, specialising in Special Education, at the British University in Dubai. In order to meet course requirements, I am expected to hand in a dissertation based on research on a topic of my choice. I am very interested in SEN provision within the various private educational establishments in the U.A.E., and as such would be grateful for the opportunity to include   as one of the schools I am studying and how it enables students with SEN to have access to the curriculum.

The areas I am mainly seeking information on are:

- The Model of SEN provision within the school
- Curriculum and Pedagogy within the general classroom
- Assessment and Reporting with regard to the SEN program
- Factors affecting SEN provision
- Home-School connection within the SEN program

This information would allow me to construct a clearer picture of the various aspects that contribute to inclusion in the U.A.E.

In order to collect this data, I would be much obliged if you would allow me to conduct observations and interviews as well as an analysis of relevant documents. All information gathered would be confidential and used strictly for research purposes, with no specific references made to either participants in this study or to
   , as a whole.

To gather this amount of data, I would ideally need 3-4 complete working days at   . My tentative plan is to spread these days over a period spanning the month of April 2009.

Being a part of the learning support department at   , the experience I have working under this system is crucial to my ability to make informed opinions and recommendations within my dissertation. The fact the
     is an established leader within the Indian schooling system in Dubai and at the same time is able to cater to the needs of children with learning difficulties in the primary years makes it an essential component of my study as I seek to examine excellence versus provision. I look forward to my time at   working on the focus areas of my dissertation and thank you for your support.

Thanking you,

Yours sincerely,

Anne-Marie Prem

E-mail: annemarie_prem@hotmail.com
Mobile: 050-2010722

E. DATA COLLECTION TIMELINE

SCHOOL	DATE	METHOD	PARTICIPANT OR SESSION
A	09.05.07	Interview	LSC/LST
		Interview	CR Teacher
		Interview	Curriculum Coordinator
		Observation	CR Session
	14.05.07	Observation	LS Session
B	16.05.07	Interview	Head Teacher
		Interview	LSC
		Interview	CR Teacher
	23.05.07	Observation	LS Session
		Interview	LST
	03.06.07	Observation	CR Session with In-Class Support
	10.06.07	Observation	CR Session
C	21.06.09	Observation	LS Session
		Observation	CR Session
	23.06.09 24.06.09	Interview	Supervisor
	24.06.09	Interview	LST
	25.06.09	Interview	CR Teacher

F. INTERVIEW CHECKLIST

SCHOOL: _____

Level 1 - HEAD TEACHER/ SUPERVISOR/ SECTION COORDINATOR	Level 2 - LEARNING SUPPORT COORDINATOR/SENCO	Level 3a - LEARNING SUPPORT TEACHER/ SPECIAL EDUCATOR	Level 3b - CLASSROOM TEACHER
☐ General Curriculum Overview	☐ Model of SEN Provision	☐ LST Role in LS Program	☐ No. of Students with SEN receiving LS
☐ General Classroom Pedagogy	☐ Types of SEN provided for	☐ Areas of Remediation	☐ LS Student's performance in CR
☐ Teacher: Student Ratio in CR	☐ No. of students on file receiving LS	☐ IEP- Working Document?	☐ Adequacy of support within CR
☐ Entry Assessment: Format	☐ Grade levels covered	☐ Specificity of programs utilized in LS	☐ Differentiation of Lessons within CR
☐ Entry Assessment: Allows for SEN?	☐ LS Teacher: Student Ratio per session	☐ Scheduling- Pros and Cons	☐ Scheduling of LS- pros and cons
☐ Support Staff (LS Teacher/ Teacher Aide) Availability	☐ Scheduling of Provision	☐ Existing LS Model- 'good fit'?	☐ Areas where support can be improved to enhance LS student performance in CR
☐ Role of Support Staff	☐ SEN Referral Procedure		☐ Peer Interaction
☐ Frequency of Support	☐ Format of Entry Assessment for LS		☐ Peer Level of Involvement in Student with SEN's learning
☐ Fees for LS? If so, reasons	☐ IEP Format		☐ Parent Involvement
☐ General Reporting Practices	☐ IEP Formulation		☐ Existing LS Model- 'good fit'?
☐ Reporting on Students with SEN	☐ IEP Parent Meeting		
☐ Reasons for Choice of Model for SEN Provision	☐ IEP Review Frequency		
☐ Existing LS Model- 'good fit'?	☐ LS Program Functioning		
☐ Future Plans of School towards increasing Inclusive Practice	☐ Reporting on SEN		
	☐ Criteria for Withdrawal of LS		
	☐ Qualifications & Experience of LS Staff		
	☐ Professional Development Practices		
	☐ Peer Group Support		
	☐ Home-School Connection		
	☐ Factors Affecting SEN Provision		
	☐ Existing LS Model- 'good fit'?		

G. DOCUMENT REVIEW TRAIL

Document for Review	School A					School B					School C				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
School Prospectus			●						●					●	
Organizational Chart		●				●						●			
SEN Policy Document	●									●					●
Initial Referral Form for LS Assessment					●					●					●
LS Entry Assessment Form					●		●								●
IEP Format/Sample					●					●					●
Accommodations & Modifications Form					●					●					
Teacher LSU Feedback Record Format					●	●									●
Parent LSU Feedback Record Format					●	●								●	
LS Lesson Plan Format			●				●						●		
CR Lesson Plan Format/ Sample		●								●			●		
School Report Format				●			●						●		

Key to Document Audit Trail:
1- Document does not exist
2- Document has not been provided by the school
3- Document viewed on-site only
4- Document not included in appendix to maintain confidentiality
5- Document present in appendix

APPENDIX II: DATA ANALYSIS RECORD

1. STEP 1

THE INCLUSION JIGSAW

LEARNING OBJECTIVES
Setting suitable learning challenges

TEACHING ACTIVITIES
Responding to pupils' diverse needs

ACCESS ARRANGEMENTS
Overcoming barriers to learning & assessment

LEARNING ENVIRONMENT
Factors influencing day-to-day interactions within inclusive settings

2. STEP 2- IJDAT COMPONENT DESCRIPTION & DATA TRIANGULATION POSSIBILITIES

ELEMENT	CODE	COMPONENT	DESCRIPTOR	TRIANGULATORS POSSIBLE		
				INTERVIEW	OBSERVATION	DOCUMENT REVIEW
LEARNING OBJECTIVES — Setting suitable learning challenges	LO1	Leadership Objectives for SEN	Clear, well-defined purpose for students with SEN	✓		✓
	LO2	SEN Policy Document	Comprehensive, detailed document in place for policy on handling SEN in the school	✓		✓
	LO3	LS- Curriculum Link	LSU objectives connect with CR curriculum, shown through clear linkage between LS planning and session-execution and CR content and outcomes	✓	✓	✓
	LO4	Range of Support Options	LS not restricted to one form of support. Instead, provision model incorporates at least two or more configurations of LS, such as in-class support, pull-out sessions, consultant teacher support, specialist therapy, teacher aide support, etc.	✓	✓	✓
	LO5	Identification & Assessment of SEN	Clear procedure in place within the school for identification and assessment of students in need of LS	✓		✓
	LO6	Individual Education Plans	Every student in the LS program has an Individual Education Plan that is utilized and reported on	✓		✓
	LO7	Assessment & Reporting on SEN	Students with SEN are formally assessed and reported on in-depth and in relation to their needs and CR objectives and attainment.	✓		✓
	LO8	Fostering Home-School Connection	Procedures in place to cultivate strong parent-school relationship in relation to SEN, raising levels of understanding and involvement in student's learning	✓		✓
TEACHING ACTIVITIES — Responding to pupils' diverse needs	TA1	LS Session Execution- SEN Principles	LS pull-out sessions evidence strong SEN principles underlying pedagogy, such as learning style awareness, paced learning, utilization of specific techniques for specific disabilities, behaviour modification techniques, IEP-lesson plan linking, etc.		✓	
	TA2	Range of Instructional Approaches	Both LS and CR pedagogy reflect a range of teaching methods and activities to student learning	✓	✓	✓
	TA3	Clearly Set Student Expectations	LS and CR settings for students have clear expression of student targets for that session		✓	
	TA4	SEN-Specific CR Instruction	CR teaching caters to student with SEN through modified instructions and strategies to optimize student understanding		✓	✓

303

	TA5	Differentiated Planning & Instruction	Planning takes into account appropriateness of task to learner ability, while adapting directions and requirements to maximize chances for student success	✓	✓	✓
	TA6	Multi-Sensory Approach- LSU	LS sessions incorporate a range of multi-sensory techniques in activity engagement	✓	✓	✓
	TA7	Multi-Sensory Approach- CR	CR work evidences the use of multi-sensory strategies in learning activities	✓	✓	✓
ACCESS ARRANGEMENTS — Overcoming barriers to assessment and learning	AA1	CR Accommodations & Modifications	Clearly defined set of accommodations and modifications within the CR that are available to the student with SEN	✓	✓	✓
	AA2	Assessment Accommodations & Modifications	Assessments are accessible to the student with SEN through a range of accommodations and modifications that are appropriate to his ability	✓		✓
	AA3	Flexible Support Options	Support options are flexible in usage, scheduling and setting, with student with SEN's needs as priority		✓	✓
	AA4	Use of Peer Support	Peers are consistently encouraged and nurtured to support students with SEN and are often given opportunity to do so	✓	✓	✓
	AA5	Opportunities for Multi-Sensory Learning	Accessibility to learning objectives is anchored to multi-modal experiences consistently		✓	✓
	AA6	Use of Behaviour Management Techniques	LS and CR usage of clearly-defined and evidence-based behaviour management techniques with all students	✓	✓	✓
	AA7	Availability of Human Resources	Adequate specialist staff involvement as well as assistance within CR when required		✓	✓
	AA8	Accessibility to Curriculum	Curriculum appears to allow for planning and delivery flexibility, with different levels of attainment within year levels and teachers consistently utilize this aspect of curriculum when working with SEN	✓	✓	✓
LEARNING ENVIRONMENT — Factors influencing day-to-day interactions within inclusive settings	LE1	Routines: Consistent	Daily routines of school, CR and LS appear to be well-established and predictable		✓	
	LE2	Routines: Understood by All	Daily routines followed in the school in the various settings appear to be understood by all staff and students		✓	
	LE3	Supportive CR Climate: Physical Scene	CR reflects a range of displays, accessible resources, visuals to support instructions and CR rules that are student-friendly		✓	✓
	LE4	Supportive CR Climate: Calm Learning Atmosphere	CR is evidenced to have a supportive atmosphere to learning through student attention considerations, strategic management of behaviour and concentration and minimal distractions	✓	✓	
	LE5	Supportive CR Climate: Student Groupings	CR teacher evidenced to groups students appropriately to enhance learning opportunities, be they through streaming, peer support or activity level		✓	

304

		Description			
LE6	Supportive CR Climate: Teacher Responsiveness to Learner with SEN	CR teacher is aware of student with SEN's needs and level of awareness and understanding of content being worked with, and is able to respond appropriately to those needs		✓	
LE7	Supportive CR Climate: Wrap-up of Lesson	Clear opportunities for learner success across a range of levels by the end of the class with well-defined lesson conclusion and transitioning		✓	
LE8	Leadership Involvement in SEN	Senior management is 'hands-on' in their approach to handling SEN through consistent interactions with staff and students	✓		
LE9	Whole-School Approach to SEN	Students and staff show appropriate understanding of SEN as being an accepted part of school-life with issues related to SEN seen to belong to community and not unique to student with SEN	✓		✓
LE10	Staff Role Adequacy	Staff express confidence in their abilities to handle different learners, including those with SEN	✓		
LE11	Teamwork & Co-ordination	All members of staff directly involved in SEN appear to work as a team and coordinate sufficiently well	✓	✓	✓
LE12	Adequacy of Resources to handle SEN	Resources for SEN have sufficiency, utility and range	✓	✓	

3.i.a. STEP 3: <u>SCHOOL A</u> - IJDAT MATRIX FOR DATA CODING OF PRESENCE OF COMPONENT WITH EVIDENCE LOCATION

ELEMENT: LEARNING OUTCOMES- Setting suitable learning challenges						
CODE	COMPONENT	✓	LOCATION OF EVIDENCE- APPENDIX I-A			HIGHLIGHTS/ ADDITIONAL COMMENTS
			INTERVIEWS	OBSERVATION	DOCUMENTS	
LO1	Leadership Objectives for SEN	✓	1.ii. 131-132			
LO2	SEN Policy Document					
LO3	LS-Curriculum Link					
LO4	Range of Support Options					
LO5	Identification & Assessment of SEN	✓	1.ii. 52-79/ 122-128/198-199		3.i. 3.ii.	
LO6	Individual Education Plans	✓	1.ii. 144-152		3.iii.	
LO7	Assessment & Reporting on SEN					
LO8	Fostering Home-School Connection	✓	1.ii. 325-331/ 334-335 1.iii. 150-151		3.vi.	3.vi. No other documents to show link to parents

ELEMENT: TEACHING ACTIVITIES- Responding to pupils' diverse needs						
CODE	COMPONENT	✓	LOCATION OF EVIDENCE- APPENDIX I-A			HIGHLIGHTS/ ADDITIONAL COMMENTS
			INTERVIEWS	OBSERVATIONS	DOCUMENTS	
TA1	LS Session Execution- SEN Principles	✓		2.i. 9.15/9.30		2.i. Range limited
TA2	Range of Instructional Approaches	✓	1.i. 238-253 1.iii. 73-77/ 142-1444			
TA3	Clearly Set Student Expectations	✓		2.i. 9.10 2.iii. 1.00		
TA4	SEN-Specific CR Instruction	✓		2.iii. 1.35/1/40		
TA5	Differentiated Planning & Instruction					
TA6	Multi-Sensory Approach-LSU					
TA7	Multi-Sensory Approach- CR					

ELEMENT: ACCESS ARRANGEMENTS- Overcoming barriers to learning and assessment						
CODE	COMPONENT	✓	LOCATION OF EVIDENCE- APPENDIX I-A			HIGHLIGHTS/ ADDITIONAL COMMENTS
			INTERVIEWS	OBSERVATIONS	DOCUMENTS	
AA1	CR Accommodations & Modifications	✓			3.iv.	3.iv. Only a few recommended
AA2	Assessment Accommodations & Modifications	✓	1.i. 23-25/ 36 1.ii. 211-213	███		
AA3	Flexible Support Options				███	
AA4	Use of Peer Support	✓	1.ii. 306 1.iii. 134		3.iv.	
AA5	Opportunities for Multi-Sensory Learning		███		███	
AA6	Use of Behaviour Management Techniques	✓	1.i. 206-222			
AA7	Availability of Human Resources	✓	1.i. 268		███	
AA8	Accessibility to Curriculum	✓	1.i. 165			

ELEMENT: LEARNING ENVIRONMENT- Factors influencing day-to-day interactions within inclusive settings						
CODE	COMPONENT	✓	LOCATION OF EVIDENCE- APPENDIX I-A			HIGHLIGHTS/ ADDITIONAL COMMENTS
			INTERVIEWS	OBSERVATION	DOCUMENTS	
LE1	Routines: Consistent	✓		2.i. 9.25		
LE2	Routines: Understood by All	✓		2.i. 9.25		
LE3	Supportive CR Climate: Physical Scene	✓		2.iv.		
LE4	Supportive CR Climate: Calm Learning Atmosphere	✓		2.iii. 1.30		
LE5	Supportive CR Climate: Student Groupings	✓	1.i. 188-189	2.iv.		
LE6	Supportive CR Climate: Teacher Responsiveness to Learner with SEN	✓		2.iii. 1.35/ 1.40		
LE7	Supportive CR Climate: Wrap-up of Lesson	✓		2.iii. 1.40		
LE8	Leadership Involvement in SEN	✓	1.ii. 76-79			1.ii. Calls parents to inform of need for learning support
LE9	Whole-School Approach to SEN					
LE10	Staff Role Adequacy					
LE11	Teamwork & Co-ordination					
LE12	Adequacy of Resources to handle SEN	✓	1.i. 23-25/ 49-55/ 116-127/ 167/ 189-194/210-213/ 233-235/ 248-250	2.ii. 2.iv.		

3.i.b. STEP 3: <u>SCHOOL A</u> - IJDAT MATRIX FOR DATA CODING OF ABSENCE OF COMPONENT WITH EVIDENCE LOCATION

ELEMENT: LEARNING OUTCOMES- Setting suitable learning challenges					
CODE	COMPONENT	✖	LOCATION OF EVIDENCE- APPENDIX I-A		HIGHLIGHTS/ ADDITIONAL COMMENTS
			INTERVIEWS	OBSERVATION	DOCUMENTS	
LO1	Leadership Objectives for SEN					
LO2	SEN Policy Document	✖	1.ii. 249-251		✖ No documents in place for this	
LO3	LS- Curriculum Link	✖	1.i. 93-97 1.ii. 224 1.iii. 25-35	2.i. 9.10-9.45		2.i. No link seen.
LO4	Range of Support Options	✖	1.ii. 9-13	2.iii. 1.00-1.45		2.iii. Range absent.
LO5	Identification & Assessment of SEN					
LO6	Individual Education Plans					
LO7	Assessment & Reporting on SEN	✖	1.i. 305 1.ii. 400-403			
LO8	Fostering Home-School Connection					

ELEMENT: TEACHING ACTIVITIES- Responding to pupils' diverse needs						
CODE	COMPONENT	✖	LOCATION OF EVIDENCE- APPENDIX I-A			HIGHLIGHTS/ ADDITIONAL COMMENTS
			INTERVIEWS	OBSERVATIONS	DOCUMENTS	
TA1	LS Session Execution- SEN Principles		▓▓▓		▓▓▓	
TA2	Range of Instructional Approaches	✖	1.i. 200-204/ 257-260	2.i. 9.00-9.45 2.iii. 1.00-1.45		2.i. Range absent. 2.iii. Range absent.
TA3	Clearly Set Student Expectations		▓▓▓		▓▓▓	
TA4	SEN-Specific CR Instruction		▓▓▓			
TA5	Differentiated Planning & Instruction	✖	1.i. 100-102 1.iii. 78-83	2.iii. 1.00-1.45		2.iii. None witnessed
TA6	Multi-Sensory Approach- LSU	✖	▓▓▓	2.i. 9.00-9.45		2.i. None seen.
TA7	Multi-Sensory Approach- CR	✖	▓▓▓	2.iii. 1.00-1.45		1.iii. None seen.

ELEMENT: ACCESS ARRANGEMENTS- Overcoming barriers to learning and assessment						
CODE	COMPONENT	✖	LOCATION OF EVIDENCE- APPENDIX I-A			HIGHLIGHTS/ ADDITIONAL COMMENTS
			INTERVIEWS	OBSERVATIONS	DOCUMENTS	
AA1	CR Accommodations & Modifications	✖		2.iii. 1.00-1.45		2.iii. None witnessed.
AA2	Assessment Accommodations & Modifications	✖	1.i. 304-305		3.iv.	3.iv. Absent in document.
AA3	Flexible Support Options	✖	1.ii. 9-13/ 370-371			
AA4	Use of Peer Support	✖	1.ii. 307-315 1.iii. 95-138			1.iii. Repeated instances of lack of peer support.
AA5	Opportunities for Multi-Sensory Learning	✖		2.i. 9.00-9.45 2.iii. 1.00-1.45		2.i. None seen. 2.iii. None seen.
AA6	Use of Behaviour Management Techniques	✖	1.ii. 316-318 1.iii. 56-57			
AA7	Availability of Human Resources					
AA8	Accessibility to Curriculum	✖		1.iii. 1.00-1.45		1.iii. None witnessed.

ELEMENT: LEARNING ENVIRONMENT- Factors influencing day-to-day interactions within inclusive settings						
CODE	COMPONENT	✖	LOCATION OF EVIDENCE- APPENDIX I-A			HIGHLIGHTS/ ADDITIONAL COMMENTS
			INTERVIEWS	OBSERVATION	DOCUMENTS	
LE1	Routines: Consistent		▓		▓	
LE2	Routines: Understood by All		▓		▓	
LE3	Supportive CR Climate: Physical Scene		▓		▓	
LE4	Supportive CR Climate: Calm Learning Atmosphere		▓		▓	
LE5	Supportive CR Climate: Student Groupings				▓	
LE6	Supportive CR Climate: Teacher Responsiveness to Learner with SEN		▓		▓	
LE7	Supportive CR Climate: Wrap-up of Lesson		▓		▓	
LE8	Leadership Involvement in SEN			▓	▓	
LE9	Whole-School Approach to SEN	✖	1.ii. 184-186/ 376-378	▓		
LE10	Staff Role Adequacy	✖	1.i. 4-8/ 31-36/ 60-67/ 77-78/ 87-99/ 200-204 1.ii. 285-295/ 346-352	▓	▓	
LE11	Teamwork & Co-ordination	✖	1.i.93-99 1.iii.346-352			
LE12	Adequacy of Resources to handle SEN				▓	

3.ii.a. STEP 3: <u>SCHOOL B</u> - IJDAT MATRIX FOR DATA CODING OF PRESENCE OF COMPONENT WITH EVIDENCE LOCATION

ELEMENT: LEARNING OUTCOMES- Setting suitable learning challenges						
CODE	COMPONENT	✓	LOCATION OF EVIDENCE- APPENDIX I-B			HIGHLIGHTS/ ADDITIONAL COMMENTS
			INTERVIEWS	OBSERVATION	DOCUMENTS	
LO1	Leadership Objectives for SEN	✓	1.i. 31-41/ 43-46/ 52-54/ 81-85/ 88-95/ 99-103		3.i.	
LO2	SEN Policy Document	✓	1.i. 19-23/ 52-54 1. ii. 23-24		3.i.	
LO3	LS-Curriculum Link	✓	1.iii. 11-15 1.iv. 76-101	2.i. 11.05 - 11.45 2.v. 9.25 - 10.15	3.iii. 3.v.	2.v. Support for CR work
LO4	Range of Support Options	✓	1.i. 134-136 1.ii. 107-113/151-153 1.iii. 3-9 1.iv. 32-36	2.v. 9.25 – 10.15	3.i. 3.iv. 3.v.	
LO5	Identification & Assessment of SEN	✓	1.ii. 47-58/ 180-196		3.ii.	
LO6	Individual Education Plans	✓	1.i. 134 1.ii. 65-67/218-224 1.iii. 107-110		3.iii.	
LO7	Assessment & Reporting on SEN	✓	1.i. 248-254 1.ii. 416-423 1.iv. 150-156			
LO8	Fostering Home-School Connection	✓	1.i. 61-63 1.ii. 67-74/ 221-222/ 308-349 1.iv. 41-42/141-149		3.i. 3.iii.	

ELEMENT: TEACHING ACTIVITIES- Responding to pupils' diverse needs					
CODE	COMPONENT	✓	LOCATION OF EVIDENCE- APPENDIX I-B		HIGHLIGHTS/ ADDITIONAL COMMENTS
			INTERVIEWS	OBSERVATIONS	DOCUMENTS	
TA1	LS Session Execution- SEN Principles	✓		2.i. 11.05/ 11.10/ 11.15/ 11.20/ 11.25/ 11.30/ 11.35/ 11.40/ 11.45		2.i. Many instances spread across session
TA2	Range of Instructional Approaches	✓	1.i. 147-149/ 153-163/ 166-171/ 175-176	2.i. 11.05/ 11.10/ 11.20/ 11.25/ 11.30/ 11.35/ 11.40/ 11.45 2.iii. 7.55/ 8.00/ 8.15/ 8.20/ 8.25/ 8.30/ 8.35/ 8.40- 9.15 2.v. 9.25-10.15	3.iv. 3.v.	All sessions showed variety throughout the lesson
TA3	Clearly Set Student Expectations	✓		2.i. 11.20/ 11.25/ 11.30/ 11.35/ 11.45 2.iii. 7.55/ 8.00/ 8.05/ 8.10/ 8.15/ 8.20/ 8.25/ 8.30/ 8.35/ 8.40/ 9.15 2.v. 9.45/ 10.10		2.iii. Numerous instances throughout session
TA4	SEN-Specific CR Instruction	✓		2.iii. 8.15/ 8.20/ 8.25/ 8.30/ 8.45/ 8.55 2.v. 9.50	3.iv.	
TA5	Differentiated Planning & Instruction	✓	1.i. 132-133/ 143-147 1.iii. 25-41 1.iv. 110-114	2.iii. 8.15/ 8.20/ 8.30/ 8.35/ 8.40/ 8.45/ 8.50- 9.10 2.v. 9.50/ 9.55/ 10.00	3.v.	2.iii. Evident throughout session
TA6	Multi-Sensory Approach- LSU	✓		2.i. 11.20/ 11.25/ 11.30/ 11.35/ 11.40/ 11.45	3.iii.	
TA7	Multi-Sensory Approach- CR	✓		2.iii. 8.00- 9.10 2.v. 9.25-10.15	3.iii. 3.v.	2.iii. Evident throughout lesson 2.v. Evident through range of activities

ELEMENT: ACCESS ARRANGEMENTS- Overcoming barriers to learning and assessment						
CODE	COMPONENT	✓	LOCATION OF EVIDENCE- APPENDIX I-B			HIGHLIGHTS/ ADDITIONAL COMMENTS
			INTERVIEWS	OBSERVATIONS	DOCUMENTS	
AA1	CR Accommodations & Modifications	✓	1.ii. 79-83/ 198-211	2.iii.8.00-9.10 2.v. 9.25-10.15	3.iv.	2.iii. Seen throughout session 2.v. Seen through in-class support
AA2	Assessment Accommodations & Modifications	✓	1.ii. 198-211		3.iv.	
AA3	Flexible Support Options	✓	1.i. 147-149 1.ii. 63-65/ 174-175/ 367-378 1.iii. 63-67/ 95-101 1.iv. 27-36	2.v. 9.25-10.15		
AA4	Use of Peer Support	✓	1.ii. 294-307 1.iv. 122-140		3.iv.	
AA5	Opportunities for Multi-Sensory Learning	✓		2.i. 11.05-11.45 2.iii. 8.00-9.15 2.v. 9.25-10.15		
AA6	Use of Behaviour Management Techniques	✓	1.ii. 59-60/ 201-201 1.iii. 83-93	2.iii. 8.40 2.v. 10.10	3.iv.	
AA7	Availability of Human Resources	✓	1.i. 178-181 1.ii. 92-97 1.iii. 3/ 5-6/ 11-12	2.v. 9.30		2.v. LST on-site
AA8	Accessibility to Curriculum	✓	1.i. 123-124/ 127-128/ 130-132 1.iv. 108-109	2.iii. 9.00-9.15 2.v. 9.25-10.15	3.iv.	

ELEMENT: LEARNING ENVIRONMENT- Factors influencing day-to-day interactions within inclusive settings						
CODE	COMPONENT	✓	LOCATION OF EVIDENCE- APPENDIX I-B			HIGHLIGHTS/ ADDITIONAL COMMENTS
			INTERVIEWS	OBSERVATION	DOCUMENTS	
LE1	Routines: Consistent	✓		2.i. 11.05/ 11.10 2.iii. 7.55 – 9.15 2.v.9.25/ 9.35/ 10.00		2.iii. Students were aware of routine all through the session, with frequent teacher reminders
LE2	Routines: Understood by All	✓		2.i. 11.05/ 11.10 2.iii. 7.55 – 9.10 2.v. 9.25/ 9.35/ 10.00		2.iii. Students showed no confusion with routine expectations at all. All knew what they were supposed to do, transitioning easily.
LE3	Supportive CR Climate: Physical Scene	✓		2.iv. 2.vi.		
LE4	Supportive CR Climate: Calm Learning Atmosphere	✓		2.iii. 7.55 – 9.10 2.v. 10.00/ 10.05/ 10.10		2.iii. Minimal noise levels. Students engaged right through. Behaviour managed. 2.v. Minimal noise despite student movement through activity variations
LE5	Supportive CR Climate: Student Groupings	✓	1.iii. 18-24	2.iii. 8.30/ 8.35/ 8.40-9.15 2.v. 9.50		2.iii. Various combinations as needed
LE6	Supportive CR Climate: Teacher Responsiveness to Learner with SEN	✓		2.iii. 7.55/ 8.25/ 8.45/ 8.55 2.v. 9.50/ 9.55/ 10.00		
LE7	Supportive CR Climate: Wrap-up of Lesson	✓		2.iii. 9.00/ 9.05/ 9.10 2.v. 10.10		
LE8	Leadership Involvement in SEN	✓	1.i. 27-41/ 52-54/ 214-216/ 223-224/ 242-245			
LE9	Whole-School Approach to SEN	✓	1.i. 6-18/41-43/61-63/84-87/99-100/104-106/216-18 1.ii. 120-125/ 292-294/ 325-329		3.i.	
LE10	Staff Role Adequacy	✓	1.ii. 74-75/ 258-261/ 263-268/ 277-280/ 355-356 1.iv. 51-53			
LE11	Teamwork & Co-ordination	✓	1.ii. 222-223/ 261-268/ 271-274/ 283-287 1.iii. 3-6	2.v. 9.25- 10.15		
LE12	Adequacy of Resources to handle SEN	✓	1.iii. 78-80	2.i./ 2.ii./ 2.iii/ 2.iv/ 2.v/ 2.vi		

3.ii.b. STEP 3: <u>SCHOOL B</u> - IJDAT MATRIX FOR DATA CODING OF ABSENCE OF COMPONENT WITH EVIDENCE LOCATION

ELEMENT: LEARNING OUTCOMES- Setting suitable learning challenges						
CODE	COMPONENT	✖	LOCATION OF EVIDENCE- APPENDIX I-B			HIGHLIGHTS/ ADDITIONAL COMMENTS
			INTERVIEWS	OBSERVATION	DOCUMENTS	
LO1	Leadership Objectives for SEN			███		
LO2	SEN Policy Document			███		
LO3	LS-Curriculum Link					
LO4	Range of Support Options					
LO5	Identification & Assessment of SEN			███		
LO6	Individual Education Plans			███		
LO7	Assessment & Reporting on SEN			███		
LO8	Fostering Home-School Connection			███		

ELEMENT: TEACHING ACTIVITIES- Responding to pupils' diverse needs						
CODE	COMPONENT	✖	LOCATION OF EVIDENCE- APPENDIX I-B			HIGHLIGHTS/ ADDITIONAL COMMENTS
			INTERVIEWS	OBSERVATIONS	DOCUMENTS	
TA1	LS Session Execution- SEN Principles		▓		▓	
TA2	Range of Instructional Approaches					
TA3	Clearly Set Student Expectations		▓		▓	
TA4	SEN-Specific CR Instruction		▓			
TA5	Differentiated Planning & Instruction					
TA6	Multi-Sensory Approach-LSU		▓			
TA7	Multi-Sensory Approach- CR		▓			

ELEMENT: ACCESS ARRANGEMENTS- Overcoming barriers to learning and assessment						
CODE	COMPONENT	✖	LOCATION OF EVIDENCE- APPENDIX I-B			HIGHLIGHTS/ ADDITIONAL COMMENTS
			INTERVIEWS	OBSERVATIONS	DOCUMENTS	
AA1	CR Accommodations & Modifications					
AA2	Assessment Accommodations & Modifications			▓▓▓		
AA3	Flexible Support Options				▓▓▓	
AA4	Use of Peer Support					
AA5	Opportunities for Multi-Sensory Learning		▓▓▓		▓▓▓	
AA6	Use of Behaviour Management Techniques					
AA7	Availability of Human Resources				▓▓▓	
AA8	Accessibility to Curriculum					

ELEMENT: LEARNING ENVIRONMENT- Factors influencing day-to-day interactions within inclusive settings						
CODE	COMPONENT	✖	LOCATION OF EVIDENCE- APPENDIX I-B			HIGHLIGHTS/ ADDITIONAL COMMENTS
			INTERVIEWS	OBSERVATION	DOCUMENTS	
LE1	Routines: Consistent		▓		▓	
LE2	Routines: Understood by All		▓		▓	
LE3	Supportive CR Climate: Physical Scene		▓		▓	
LE4	Supportive CR Climate: Calm Learning Atmosphere		▓		▓	
LE5	Supportive CR Climate: Student Groupings				▓	
LE6	Supportive CR Climate: Teacher Responsiveness to Learner with SEN		▓		▓	
LE7	Supportive CR Climate: Wrap-up of Lesson		▓		▓	
LE8	Leadership Involvement in SEN			▓	▓	
LE9	Whole-School Approach to SEN			▓		
LE10	Staff Role Adequacy			▓	▓	
LE11	Teamwork & Co-ordination					
LE12	Adequacy of Resources to handle SEN				▓	

3.iii.a. STEP 3: SCHOOL C - IJDAT MATRIX FOR DATA CODING OF PRESENCE OF COMPONENT WITH EVIDENCE LOCATION

ELEMENT: LEARNING OUTCOMES- Setting suitable learning challenges					
CODE	COMPONENT	✓	LOCATION OF EVIDENCE- APPENDIX I-C		HIGHLIGHTS/ ADDITIONAL COMMENTS
			INTERVIEWS	OBSERVATION	DOCUMENTS	
LO1	Leadership Objectives for SEN	✓	1.i. 470-475/ 714/721		3.i.	1.i. Leadership does not believe in penalizing anyone financially for having additional needs as we all have needs.
LO2	SEN Policy Document	✓	1.i. 641-645		3.i.	
LO3	LS-Curriculum Link	-	1.i. 194-199			1.i. No direct LS-Curriculum link. Only through academic skill-building
LO4	Range of Support Options	✓	1.i. 80			
LO5	Identification & Assessment of SEN	✓	1.i. 226-228/ 232-235/ 283-309 1.ii. 134/ 140-144		3.ii. 3.iii.	1.i. Assessment only for Specific Learning Disabilities
LO6	Individual Education Plans	✓	1.i. 393-402 1.ii. 101-121		3.iv.	
LO7	Assessment & Reporting on SEN					
LO8	Fostering Home-School Connection	✓	1.i.406-408/ 646-661 1.ii. 46-47/ 108-109/ 148-151/ 161-176/ 182- 188 1.iii. 115		3.i.	1.i. Varied approaches to establish this. 1.ii. Varies approaches to establish this.

ELEMENT: TEACHING ACTIVITIES- Responding to pupils' diverse needs					
CODE	COMPONENT	✓	LOCATION OF EVIDENCE- APPENDIX I-C		HIGHLIGHTS/ ADDITIONAL COMMENTS
			INTERVIEWS	OBSERVATIONS	DOCUMENTS	
TA1	LS Session Execution- SEN Principles	✓		2.i. 11.20-11.45		
TA2	Range of Instructional Approaches	✓	1.i. 32-34/ 73-76	2.i. 11.20-11.45 2.iii. 11.50/ 12.25		
TA3	Clearly Set Student Expectations	✓		2.i. 11.15		
TA4	SEN-Specific CR Instruction	✓		2.iii. 11.55		
TA5	Differentiated Planning & Instruction	--	1.iii. 72-94			1.iii. Interview probes revealed incomplete understanding and usage of term 'differentiation'.
TA6	Multi-Sensory Approach-LSU	✓		2.i. 11.20/ 11.25/ 11.35		
TA7	Multi-Sensory Approach- CR					

ELEMENT: ACCESS ARRANGEMENTS- Overcoming barriers to learning and assessment						
CODE	COMPONENT	✓	LOCATION OF EVIDENCE- APPENDIX I-C			HIGHLIGHTS/ ADDITIONAL COMMENTS
			INTERVIEWS	OBSERVATIONS	DOCUMENTS	
AA1	CR Accommodations & Modifications	✓	1.i. 313-317/ 327-335/ 343-345 1.ii. 10-11		3.i.	1.i. Not completely in operation at the time of data collection. 3.i. Mentioned briefly in policy. No separate document for this.
AA2	Assessment Accommodations & Modifications	✓	1.i. 355-367/ 374- 388 1.iii. 127-132	▓▓▓▓		1.i. Parents to initiate requests for this. 1.iii. Only for spelling errors.
AA3	Flexible Support Options				▓▓▓▓	
AA4	Use of Peer Support	✓	1.i. 601-616/ 626-633 1.iii. 55-60/ 95-112		3.i.	1.i. Arranged by counsellors, not learning support
AA5	Opportunities for Multi-Sensory Learning	✓	▓▓▓▓	1.i. 11.20-11.40	▓▓▓▓	
AA6	Use of Behaviour Management Techniques	✓	1.i. 203-211			
AA7	Availability of Human Resources				▓▓▓▓	
AA8	Accessibility to Curriculum	✓	1.ii. 9-16/ 143-145 1.iii. 72-79			1.ii. Attempt to build skills to cope with curriculum 1.iii. Refers to differentiation - but term used incorrectly

ELEMENT: LEARNING ENVIRONMENT- Factors influencing day-to-day interactions within inclusive settings						
CODE	COMPONENT	✓	LOCATION OF EVIDENCE- APPENDIX I-C			HIGHLIGHTS/ ADDITIONAL COMMENTS
			INTERVIEWS	OBSERVATION	DOCUMENTS	
LE1	Routines: Consistent	✓		2.i. 11.10-11.45 2.iii. 11.50-12.45		
LE2	Routines: Understood by All	✓		2.i. 11.10-11.45 2.iii. 11.50-12.45		
LE3	Supportive CR Climate: Physical Scene	✓		2.iv.		
LE4	Supportive CR Climate: Calm Learning Atmosphere	✓		2.iii. 11.50-12.45		
LE5	Supportive CR Climate: Student Groupings					
LE6	Supportive CR Climate: Teacher Responsiveness to Learner with SEN					
LE7	Supportive CR Climate: Wrap-up of Lesson					
LE8	Leadership Involvement in SEN	✓	1.i. 717-721			
LE9	Whole-School Approach to SEN				3.i.	
LE10	Staff Role Adequacy	✓	1.i. 768-769 1.iii. 64-68			
LE11	Teamwork & Co-ordination	✓	1.i. 431-444/ 451-455/ 617-619		3.i.	1.i. Teacher only evaluates IEP target achievement- does not work on it.
LE12	Adequacy of Resources to handle SEN	✓	1.ii. 189-191			

3.iii.b. STEP 3: <u>SCHOOL C</u> - IJDAT MATRIX FOR DATA CODING OF ABSENCE OF COMPONENT WITH EVIDENCE LOCATION

ELEMENT: LEARNING OUTCOMES- Setting suitable learning challenges					

CODE	COMPONENT	✖	LOCATION OF EVIDENCE- APPENDIX I-C			HIGHLIGHTS/ ADDITIONAL COMMENTS
			INTERVIEWS	OBSERVATION	DOCUMENTS	
LO1	Leadership Objectives for SEN					
LO2	SEN Policy Document					
LO3	LS-Curriculum Link	✖	1.i. 176-199	2.i. 11.10-11.45	3.i.	2.i. None seen. 3.i. Absence specified as learning support will undertake skill-building
LO4	Range of Support Options	✖		2.iii. 11.50-12.45	3.i.	2.iii. None witnessed. 3.i. Only pull-out model.
LO5	Identification & Assessment of SEN					
LO6	Individual Education Plans					
LO7	Assessment & Reporting on SEN	✖	1.iii. 124-128			
LO8	Fostering Home-School Connection					

ELEMENT: TEACHING ACTIVITIES- Responding to pupils' diverse needs						
CODE	COMPONENT	✖	LOCATION OF EVIDENCE- APPENDIX I-C			HIGHLIGHTS/ ADDITIONAL COMMENTS
			INTERVIEWS	OBSERVATIONS	DOCUMENTS	
TA1	LS Session Execution- SEN Principles					
TA2	Range of Instructional Approaches	✖		2.iii. 11.50-12.45		2.iii. None witnessed.
TA3	Clearly Set Student Expectations					
TA4	SEN-Specific CR Instruction					
TA5	Differentiated Planning & Instruction	✖	1.i. 389-392/ 758-767 1.iii. 120-122	1.iii. 11.50-12.45		2.iii. None witnessed.
TA6	Multi-Sensory Approach- LSU					
TA7	Multi-Sensory Approach- CR	✖		1.iii. 11.50-12.45		1.iii. None witnessed.

ELEMENT: ACCESS ARRANGEMENTS- Overcoming barriers to learning and assessment						
CODE	COMPONENT	✖	LOCATION OF EVIDENCE- APPENDIX I-C			HIGHLIGHTS/ ADDITIONAL COMMENTS
			INTERVIEWS	OBSERVATIONS	DOCUMENTS	
AA1	CR Accommodations & Modifications	✖	1.ii. 26-29/ 758-761		✖ No documents in place for this	
AA2	Assessment Accommodations & Modifications	✖	1.ii. 26-29/ 368-371/ 758-761 1.iii. 83-85/ 124-128		✖ No documents in place for this	
AA3	Flexible Support Options	✖	1.i. 172-175/ 691-693	2.iii. 11.50-12.45		2.iii. None witnessed.
AA4	Use of Peer Support	✖		2.iii. 11.50-12.45	✖ No documents in place for this	2.iii. None witnessed. All students stayed in their individual places.
AA5	Opportunities for Multi-Sensory Learning					
AA6	Use of Behaviour Management Techniques	✖		2.iii. 11.50-12.45		2.iii. None witnessed.
AA7	Availability of Human Resources	✖	1.i. 140-144/ 771-779			
AA8	Accessibility to Curriculum	✖	1.ii.26-32			

ELEMENT: LEARNING ENVIRONMENT- Factors influencing day-to-day interactions within inclusive settings						
CODE	COMPONENT	✖	LOCATION OF EVIDENCE- APPENDIX I-C			HIGHLIGHTS/ ADDITIONAL COMMENTS
			INTERVIEWS	OBSERVATION	DOCUMENTS	
LE1	Routines: Consistent		▓		▓	
LE2	Routines: Understood by All		▓		▓	
LE3	Supportive CR Climate: Physical Scene		▓		▓	
LE4	Supportive CR Climate: Calm Learning Atmosphere		▓		▓	
LE5	Supportive CR Climate: Student Groupings	✖		2.iii. 11.50-12.45	▓	2.iii. No grouping of students
LE6	Supportive CR Climate: Teacher Responsiveness to Learner with SEN	✖	▓	2.iii. 11.50-12.45	▓	2.iii. None witnessed.
LE7	Supportive CR Climate: Wrap-up of Lesson	✖	▓	2.iii. 11.50-12.45	▓	2.iii. None witnessed.
LE8	Leadership Involvement in SEN			▓	▓	
LE9	Whole-School Approach to SEN	✖	1.ii. 33-39	▓		
LE10	Staff Role Adequacy	✖	1.ii. 34-39	▓	▓	
LE11	Teamwork & Co-ordination					
LE12	Adequacy of Resources to handle SEN				▓	

4.i.a. STEP 4- SCHOOL A -
LISTING OF PARTICIPANT VIEWS OF FACTORS AFFECTING
SEN PROVISION

S.NO.	FACTOR	LOCATION OF EVIDENCE- APPENDIX I
1.	Insufficient teacher awareness of SEN	A.1.i. 1-12/ 87-90 A.1.ii. 157-163/ 279-290/ 340-352/3 80-381
2.	Limited range of teaching methods	A.1.i. 77-80/ 117-127/ 201-204/ 257-260
3.	Socio-cultural attitudes to SEN	A.1.i. 87/ 321-325
4.	Poor child-rearing practices	A.1.ii. 35-48
5.	Parental resistance to accepting SEN	A.1.ii. 78-85/186-195/ 327-328/ 333
6.	Insufficient UAE government support in terms of access to multi-disciplinary expertise & infrastructure for SEN	A.1.ii. 87-102
7.	Limited accountability within school system	A.1.ii. 104-108/ 356-378
8.	Absence of whole-school involvement with SEN	A.1.ii. 184-186/ 376-378
9.	Delay in SEN identification	A.1.ii. 298-301
10.	SEN attributed to deliberate misbehavior/ 'bad' student	A.1.i. 8-10 A.1.ii. 301-303
11.	Lack of parental follow-up	A.1.ii. 335-338 A.1.iii. 148-149
12.	Inflexibilities in periods allotted for learning support	A.1.ii. 352-356/ 370-371
13.	Lack of parent awareness of implications of SEN	A.1.ii. 361-366
14.	Students miss classwork to receive learning support	A.1.i. 93-95 A.1.iii. 27-30
15.	Unable to provide level of support required owing lack of proper trained staff	A.1.ii. 408-415
16.	Teachers often heavily reliant on direct instruction	A.1.i. 200-204/ 257-260

4.i.b. STEP 4- SCHOOL B -
LISTING OF PARTICIPANT VIEWS OF FACTORS AFFECTING SEN PROVISION

S.NO.	FACTOR	LOCATION OF EVIDENCE (APPENDIX I)
1.	Societal level of awareness of SEN, especially in dealing with the more obvious and severe cases of SEN	- B.1.ii. 393-400
2.	Scheduling of support challenging as school aims to provide frequency, consistency and range of support	- B.1.ii. 158-160
3.	Difficulty finding experienced and qualified staff	- B.1.ii. 401-404 - B.1.iii. 71-76
4.	Changing government rules for SEN without concomitant facilitation to meet those requirements	- B.1.ii. 380-385
5.	Parents forced to absorb constant and high costs associated with providing therapy and support to child with SEN	- B.1.ii. 356-367
6.	Generally speaking, most teachers unprepared to handle SEN	- B.1.ii. 393-400
7.	Activities planned for SEN could be improved	- B.1.iv. 73-77

4.i.c. STEP 4- SCHOOL C -
LISTING OF PARTICIPANT VIEWS OF FACTORS AFFECTING
SEN PROVISION

S.NO.	FACTOR	LOCATION OF EVIDENCE (APPENDIX I)
1.	Inadequate parental understanding and response to SEN	C.1.ii. 44-56/146-182
2.	Lack of teacher sensitivity to SEN	C.1.ii. 34-39
3.	Short schooling hours leaves less time available to learning support session duration as well as range of department-related activities, curbing scope	C.1.i. 689-696/ 725-740
4.	Inflexible period allotment for learning support	C.1.ii. 25-26/ 62-90
5.	Students constantly need to 'catch-up' to missed classwork when availing support	C.1.iii. 15-52
6.	Constant lack of specialist staff affects functioning of learning support as structured by the school	C.1.i. 455-459/ 497-498/ 543-545/674-675/ 704-721/ 744-749
7.	Professional development courses available within the country are expensive and not always quality-controlled	C.1.i. 563-565

4.ii. STEP 4- COLLATED DATA SHEET OF PARTICIPANT VIEWS OF FACTORS AFFECTING SEN PROVISION BASED ON RECURRENT THEMES

S.NO.	FACTOR	SCHOOL A	SCHOOL B	SCHOOL C
1.	AWARENESS: Lack of awareness of SEN amongst key stakeholders - *Society as a whole, parents, school management & teachers' low levels of awareness of SEN & its implications for the child with disabilities*	• Socio-cultural attitudes to SEN • Poor child-rearing practices • Parental resistance to accepting SEN • Lack of parental follow-up • Lack of parent awareness of implications of SEN • Absence of whole-school involvement with SEN • Limited accountability within school system • Insufficient teacher awareness • SEN attributed to deliberate misbehavior/ 'bad' student	• Societal level of awareness of SEN, especially in dealing with the more obvious and severe cases of SEN	• Inadequate parental understanding and response to SEN • Lack of teacher sensitivity to SEN
2.	SCHEDULING: Scheduling issues related to support provision by specialist staff - *Finding the time to provide comprehensive learning support sessions without compromising curriculum work and quality*	• Inflexibilities in periods allotted to learning support • Students miss classwork to receive learning support	• Scheduling of support challenging as school aims to provide frequency, consistency and range of support	• Short schooling hours leaves less time available to learning support session duration as well as range of department-related activities, curbing scope • Inflexible period allotment for learning support • Students constantly need to 'catch-up' to missed classwork when availing support

S.NO.	FACTOR	SCHOOL A	SCHOOL B	SCHOOL C
3.	STAFFING: Dearth of specialists in SEN - *Learning support specialists are difficult to locate as well as retain, causing a constant problem of being short-staffed*	• Unable to provide level of support required owing lack of trained staff	• Difficulty finding experienced and qualified staff	• Constant lack of specialist staff affects functioning of learning support as structured by the school
4.	GOVERNMENT: Inadequate UAE government agenda to back inclusion - *Government involvement in SEN and its subsequent issues lack sufficient alignment and standards*	• Insufficient UAE government support in terms of access to multi-disciplinary expertise & infrastructure for SEN	• Changing government rules for SEN without concomitant facilitation to meet those requirements • Parents forced to absorb constant and high costs associated with providing therapy and support to child with SEN	• Professional development courses available within the country are expensive and not always quality-controlled
5.	PEDAGOGY: Limited pedagogy - *Deficiencies in instructional methodology and planning obstruct provision for SEN*	• Limited range of teaching methods • Teachers often heavily reliant on direct instruction	• Generally speaking, most teachers unprepared to handle SEN • Activities planned for SEN could be improved	

ELEMENT	CODE	COMPONENT	TRIANGULATION WITHIN METHOD			TRIANGULATION ACROSS METHODS
			Interviews	Observations	Document Review	INDICATOR
LEARNING OBJECTVES — Setting suitable learning challenges	LO1	Leadership Objectives for SEN	△	▨	×	○
	LO2	SEN Policy Document	×	▨	×	×
	LO3	LS-Curriculum Link	×	×	×	×
	LO4	Range of Support Options	×	×	×	×
	LO5	Identification & Assessment of SEN	▲	▨	▲	●
	LO6	Individual Education Plans	▲	▨	▲	●
	LO7	Assessment & Reporting on SEN	×	▨	×	×
	LO8	Fostering Home-School Connection	▲	▨	△	◉
TEACHING ACTIVITIES — Responding to pupils' diverse needs	TA1	LS Session Execution- SEN Principles	▨	△	▨	○
	TA2	Range of Instructional Approaches	△	×	—	○
	TA3	Clearly Set Student Expectations	▨	▲	▨	●
	TA4	SEN-Specific CR Instruction	▨	△	×	◉
	TA5	Differentiated Planning & Instruction	×	×	—	×
	TA6	Multi-Sensory Approach- LSU	▨	×	—	×
	TA7	Multi-Sensory Approach- CR	▨	×	—	×
ACCESS ARRANGEMENTS — Overcoming barriers to learning & assessment	AA1	CR Accommodations & Modifications	—	×	△	○
	AA2	Assessment Accommodations & Modifications	▲	▨	×	◉
	AA3	Flexible Support Options	×	—	▨	×
	AA4	Use of Peer Support	△	—	▲	◉
	AA5	Opportunities for Multi-Sensory Learning	▨	×		×
	AA6	Use of Behaviour Management Techniques	△	—	—	○
	AA7	Availability of Human Resources	△	—	▨	○
	AA8	Accessibility to Curriculum	△	×	×	○
LEARNING ENVIRONMENT — Factors influencing day-to-day interactions within inclusive settings	LE1	Routines: Consistent	▨	▲	▨	●
	LE2	Routines: Understood by All	▨	▲	▨	●
	LE3	Supportive CR Climate: Physical Scene	▨	▲	▨	●
	LE4	Supportive CR Climate: Calm Learning Atmosphere	▨	▲	▨	●
	LE5	Supportive CR Climate: Student Groupings	▲	▲	▨	●
	LE6	Supportive CR Climate: Teacher Responsiveness to Learner with SEN	▨	△	▨	◉
	LE7	Supportive CR Climate: Wrap-up of Lesson	▨	▲	▨	●
	LE8	Leadership Involvement in SEN	△	▨	▨	○
	LE9	Whole-School Approach to SEN	×	▨	×	×
	LE10	Staff Role Adequacy	×	▨	▨	×
	LE11	Teamwork & Co-ordination	×	—	—	×
	LE12	Adequacy of Resources to handle SEN	▲	▲	▨	●

KEY TO TRIANGULATION CODES WITHIN METHOD:	
Code	Meaning
▲	Presence of component consistently evident within method
△	Presence of component partially evident owing to conflicting evidence between data sources within method
✕	Evidence of absence of component within method
—	No data provided

KEY TO TRIANGULATION CODES ACROSS METHODS:		
Indicator	Level	Criteria
●	Strong	Triangulation of data possible across all indicated data collection methods. In case of single method applicability, triangulation between multiple data sources within the method has been possible
◉	Moderate	Triangulated through half to two-thirds of all indicated data collection methods. In case of single method applicability, presence of component is partially evident
○	Weak	Triangulation not possible across all data collection methods indicated and is only present in less than half of all indicated data collection methods or in one method, from a single source.
✕	Absent	Triangulation of specified absence of evidence across all data collection methods or complete absence specified in the case of single method applicability
—	No data evidence	No data evidence can be supplied

5.ii. STEP 5- IJDAT MATRIX FOR COLLATION OF INDICATORS- SCHOOL B

ELEMENT	CODE	COMPONENT	TRIANGULATION WITHIN METHOD			TRIANGULATION ACROSS METHODS
			Interviews	Observations	Document Review	INDICATOR
LEARNING OBJECTIVES — Setting suitable learning challenges	LO1	Leadership Objectives for SEN	▲		▲	●
	LO2	SEN Policy Document	▲		▲	●
	LO3	LS-Curriculum Link	▲	▲	▲	●
	LO4	Range of Support Options	▲	▲	▲	●
	LO5	Identification & Assessment of SEN	▲		▲	●
	LO6	Individual Education Plans	▲		▲	●
	LO7	Assessment & Reporting on SEN	▲		—	○
	LO8	Fostering Home-School Connection	▲		▲	●
TEACHING ACTIVITIES — Responding to pupils' diverse needs	TA1	LS Session Execution- SEN Principles		▲		●
	TA2	Range of Instructional Approaches	▲	▲	▲	●
	TA3	Clearly Set Student Expectations		▲		●
	TA4	SEN-Specific CR Instruction		▲	▲	●
	TA5	Differentiated Planning & Instruction	▲	▲	▲	●
	TA6	Multi-Sensory Approach- LSU		▲	▲	●
	TA7	Multi-Sensory Approach- CR		▲	▲	●
ACCESS ARRANGEMENTS — Overcoming barriers to learning & assessment	AA1	CR Accommodations & Modifications	▲	▲	▲	●
	AA2	Assessment Accommodations & Modifications	▲		▲	●
	AA3	Flexible Support Options	▲	▲		●
	AA4	Use of Peer Support	▲	—	▲	○
	AA5	Opportunities for Multi-Sensory Learning		▲		●
	AA6	Use of Behaviour Management Techniques	▲	▲	▲	●
	AA7	Availability of Human Resources	▲	▲		●
	AA8	Accessibility to Curriculum	▲	▲	▲	●
LEARNING ENVIRONMENT — Factors influencing day-to-day interactions within inclusive settings	LE1	Routines: Consistent		▲		●
	LE2	Routines: Understood by All		▲		●
	LE3	Supportive CR Climate: Physical Scene		▲		●
	LE4	Supportive CR Climate: Calm Learning Atmosphere		▲		●
	LE5	Supportive CR Climate: Student Groupings	▲	▲		●
	LE6	Supportive CR Climate: Teacher Responsiveness to Learner with SEN		▲		●
	LE7	Supportive CR Climate: Wrap-up of Lesson		▲		●
	LE8	Leadership Involvement in SEN	▲			●
	LE9	Whole-School Approach to SEN	▲		▲	●
	LE10	Staff Role Adequacy	▲			●
	LE11	Teamwork & Co-ordination	▲	▲	▲	●
	LE12	Adequacy of Resources to handle SEN	▲	▲		●

KEY TO TRIANGULATION CODES WITHIN METHOD:	
Code	Meaning
▲	Presence of component consistently evident within method
△	Presence of component partially evident owing to conflicting evidence between data sources within method
✕	Evidence of absence of component within method
—	No data provided

KEY TO TRIANGULATION CODES ACROSS METHODS:		
Indicator	Level	Criteria
●	Strong	Triangulation of data possible across all indicated data collection methods. In case of single method applicability, triangulation between multiple data sources within the method has been possible
◉	Moderate	Triangulated through half to two-thirds of all indicated data collection methods. In case of single method applicability, presence of component is partially evident
○	Weak	Triangulation not possible across all data collection methods indicated and is only present in less than half of all indicated data collection methods or in one method, from a single source.
✕	Absent	Triangulation of specified absence of evidence across all data collection methods or complete absence specified in the case of single method applicability
—	No data evidence	No data evidence can be supplied

5.iii. STEP 5- IJDAT MATRIX FOR COLLATION OF INDICATORS- SCHOOL C

ELEMENT	CODE	COMPONENT	TRIANGULATION WITHIN METHOD			TRIANGULATION ACROSS METHODS
			Interviews	Observations	Document Review	INDICATOR
LEARNING OBJECTIVES — Setting suitable learning challenges	LO1	Leadership Objectives for SEN	▲	▨	▲	●
	LO2	SEN Policy Document	▲	▨	▲	●
	LO3	LS-Curriculum Link	△	×	×	×
	LO4	Range of Support Options	△	×	×	○
	LO5	Identification & Assessment of SEN	▲	▨	▲	●
	LO6	Individual Education Plans	▲	▨	▲	●
	LO7	Assessment & Reporting on SEN	×	▨	×	×
	LO8	Fostering Home-School Connection	▲	▨	▲	●
TEACHING ACTIVITIES — Responding to pupils' diverse needs	TA1	LS Session Execution- SEN Principles	▨	▲	▨	●
	TA2	Range of Instructional Approaches	△	▲	—	◉
	TA3	Clearly Set Student Expectations	▨	△	▨	○
	TA4	SEN-Specific CR Instruction	▨	△	×	○
	TA5	Differentiated Planning & Instruction	×	×	—	×
	TA6	Multi-Sensory Approach- LSU	▨	▲	—	●
	TA7	Multi-Sensory Approach- CR	▨	×	—	×
ACCESS ARRANGEMENTS — Overcoming barriers to learning & assessment	AA1	CR Accommodations & Modifications	△	▨	△	○
	AA2	Assessment Accommodations & Modifications	△	▨	×	○
	AA3	Flexible Support Options	×	×	▨	×
	AA4	Use of Peer Support	▲	—	▲	◉
	AA5	Opportunities for Multi-Sensory Learning	▨	△	▨	○
	AA6	Use of Behaviour Management Techniques	△	—	×	○
	AA7	Availability of Human Resources	×	—	▨	×
	AA8	Accessibility to Curriculum	△	—	—	○
LEARNING ENVIRONMENT — Factors influencing day-to-day interactions within inclusive settings	LE1	Routines: Consistent	▨	▲	▨	●
	LE2	Routines: Understood by All	▨	▲	▨	●
	LE3	Supportive CR Climate: Physical Scene	▨	▲	▨	●
	LE4	Supportive CR Climate: Calm Learning Atmosphere	▨	▲	▨	●
	LE5	Supportive CR Climate: Student Groupings	×	×	▨	×
	LE6	Supportive CR Climate: Teacher Responsiveness to Learner with SEN	▨	×	▨	×
	LE7	Supportive CR Climate: Wrap-up of Lesson	▨	×	▨	×
	LE8	Leadership Involvement in SEN	△	▨	▨	◉
	LE9	Whole-School Approach to SEN	×	▨	△	○
	LE10	Staff Role Adequacy	△	▨	▨	◉
	LE11	Teamwork & Co-ordination	▲	—	▲	◉
	LE12	Adequacy of Resources to handle SEN	▲	▲	▨	◉

KEY TO TRIANGULATION CODES WITHIN METHOD:	
Code	Meaning
▲	Presence of component consistently evident within method
△	Presence of component partially evident owing to conflicting evidence between data sources within method
✕	Evidence of absence of component within method
—	No data provided

KEY TO TRIANGULATION CODES ACROSS METHODS:		
Indicator	Level	Criteria
●	Strong	Triangulation of data possible across all indicated data collection methods. In case of single method applicability, triangulation between multiple data sources within the method has been possible
◉	Moderate	Triangulated through half to two-thirds of all indicated data collection methods. In case of single method applicability, presence of component is partially evident
○	Weak	Triangulation not possible across all data collection methods indicated and is only present in less than half of all indicated data collection methods or in one method, from a single source.
✕	Absent	Triangulation of specified absence of evidence across all data collection methods or complete absence specified in the case of single method applicability
—	No data evidence	No data evidence can be supplied

6.i. STEP 6- INDIVIDUAL SNAPSHOT: IJDAT MATRIX- SCHOOL A

ELEMENT	CODE	COMPONENT	INDICATOR
LEARNING OBJECTIVES — Setting suitable learning challenges	LO1	Leadership Objectives for SEN	○
	LO2	SEN Policy Document	×
	LO3	LS- Curriculum Link	×
	LO4	Range of Support Options	×
	LO5	Identification & Assessment of SEN	●
	LO6	Individual Education Plans	●
	LO7	Assessment & Reporting on SEN	×
	LO8	Fostering Home-School Connection	◉
TEACHING ACTIVITIES — Responding to pupils' diverse needs	TA1	LS Session Execution- SEN Principles	○
	TA2	Range of Instructional Approaches	○
	TA3	Clearly Set Student Expectations	●
	TA4	SEN-Specific CR Instruction	◉
	TA5	Differentiated Planning & Instruction	×
	TA6	Multi-Sensory Approach- LSU	×
	TA7	Multi-Sensory Approach- CR	×
ACCESS ARRANGEMENTS — Overcoming barriers to assessment and learning	AA1	CR Accommodations & Modifications	○
	AA2	Assessment Accommodations & Modifications	◉
	AA3	Flexible Support Options	×
	AA4	Use of Peer Support	◉
	AA5	Opportunities for Multi-Sensory Learning	×
	AA6	Use of Behaviour Management Techniques	○
	AA7	Availability of Human Resources	○
	AA8	Accessibility to Curriculum	○
LEARNING ENVIRONMENT — Factors influencing day-to-day interactions within inclusive settings	LE1	Routines: Consistent	●
	LE2	Routines: Understood by All	●
	LE3	Supportive CR Climate: Physical Scene	●
	LE4	Supportive CR Climate: Calm Learning Atmosphere	●
	LE5	Supportive CR Climate: Student Groupings	●
	LE6	Supportive CR Climate: Teacher Responsiveness to Learner with SEN	◉
	LE7	Supportive CR Climate: Wrap-up of Lesson	●
	LE8	Leadership Involvement in SEN	○
	LE9	Whole-School Approach to SEN	×
	LE10	Staff Role Adequacy	×
	LE11	Teamwork & Co-ordination	×
	LE12	Adequacy of Resources to handle SEN	●

KEY TO LEVEL OF PRESENCE OF COMPONENT:

● Strong

◉ Moderate

○ Weak

× Absent

— No data evidence

6.ii. STEP 6- INDIVIDUAL SNAPSHOT: IJDAT MATRIX- SCHOOL B

ELEMENT	CODE	COMPONENT	INDICATOR
LEARNING OBJECTIVES Setting suitable learning challenges	LO1	Leadership Objectives for SEN	●
	LO2	SEN Policy Document	●
	LO3	LS- Curriculum Link	●
	LO4	Range of Support Options	●
	LO5	Identification & Assessment of SEN	●
	LO6	Individual Education Plans	●
	LO7	Assessment & Reporting on SEN	◉
	LO8	Fostering Home-School Connection	●
TEACHING ACTIVITIES Responding to pupils' diverse needs	TA1	LS Session Execution- SEN Principles	●
	TA2	Range of Instructional Approaches	●
	TA3	Clearly Set Student Expectations	●
	TA4	SEN-Specific CR Instruction	●
	TA5	Differentiated Planning & Instruction	●
	TA6	Multi-Sensory Approach- LSU	●
	TA7	Multi-Sensory Approach- CR	●
ACCESS ARRANGEMENTS Overcoming barriers to assessment and learning	AA1	CR Accommodations & Modifications	●
	AA2	Assessment Accommodations & Modifications	●
	AA3	Flexible Support Options	●
	AA4	Use of Peer Support	◉
	AA5	Opportunities for Multi-Sensory Learning	●
	AA6	Use of Behaviour Management Techniques	●
	AA7	Availability of Human Resources	●
	AA8	Accessibility to Curriculum	●
LEARNING ENVIRONMENT Factors influencing day-to-day interactions within inclusive settings	LE1	Routines: Consistent	●
	LE2	Routines: Understood by All	●
	LE3	Supportive CR Climate: Physical Scene	●
	LE4	Supportive CR Climate: Calm Learning Atmosphere	●
	LE5	Supportive CR Climate: Student Groupings	●
	LE6	Supportive CR Climate: Teacher Responsiveness to Learner with SEN	●
	LE7	Supportive CR Climate: Wrap-up of Lesson	●
	LE8	Leadership Involvement in SEN	●
	LE9	Whole-School Approach to SEN	●
	LE10	Staff Role Adequacy	●
	LE11	Teamwork & Co-ordination	●
	LE12	Adequacy of Resources to handle SEN	●

KEY TO LEVEL OF PRESENCE OF COMPONENT:

●   Strong

◉   Moderate

○   Weak

×   Absent

—   No data evidence

6.iii. STEP 6- INDIVIDUAL SNAPSHOT: IJDAT MATRIX- SCHOOL C

ELEMENT	CODE	COMPONENT	INDICATOR
LEARNING OBJECTIVES Setting suitable learning challenges	LO1	Leadership Objectives for SEN	●
	LO2	SEN Policy Document	●
	LO3	LS- Curriculum Link	×
	LO4	Range of Support Options	○
	LO5	Identification & Assessment of SEN	●
	LO6	Individual Education Plans	●
	LO7	Assessment & Reporting on SEN	×
	LO8	Fostering Home-School Connection	●
TEACHING ACTIVITIES Responding to pupils' diverse needs	TA1	LS Session Execution- SEN Principles	●
	TA2	Range of Instructional Approaches	◉
	TA3	Clearly Set Student Expectations	○
	TA4	SEN-Specific CR Instruction	○
	TA5	Differentiated Planning & Instruction	×
	TA6	Multi-Sensory Approach- LSU	●
	TA7	Multi-Sensory Approach- CR	×
ACCESS ARRANGEMENTS Overcoming barriers to assessment and learning	AA1	CR Accommodations & Modifications	○
	AA2	Assessment Accommodations & Modifications	○
	AA3	Flexible Support Options	×
	AA4	Use of Peer Support	◉
	AA5	Opportunities for Multi-Sensory Learning	○
	AA6	Use of Behaviour Management Techniques	○
	AA7	Availability of Human Resources	×
	AA8	Accessibility to Curriculum	○
LEARNING ENVIRONMENT Factors influencing day-to-day interactions within inclusive settings	LE1	Routines: Consistent	●
	LE2	Routines: Understood by All	●
	LE3	Supportive CR Climate: Physical Scene	●
	LE4	Supportive CR Climate: Calm Learning Atmosphere	●
	LE5	Supportive CR Climate: Student Groupings	×
	LE6	Supportive CR Climate: Teacher Responsiveness to Learner with SEN	×
	LE7	Supportive CR Climate: Wrap-up of Lesson	×
	LE8	Leadership Involvement in SEN	◉
	LE9	Whole-School Approach to SEN	○
	LE10	Staff Role Adequacy	◉
	LE11	Teamwork & Co-ordination	◉
	LE12	Adequacy of Resources to handle SEN	◉

KEY TO LEVEL OF PRESENCE OF COMPONENT:

●   Strong

◉   Moderate

○   Weak

×   Absent

—   No data evidence

7. STEP 7- COMPARATIVE SNAPSHOT: IJDAT META-MATRIX

ELEMENT	CODE	COMPONENT	INDICATOR		
			SCHOOL A	SCHOOL B	SCHOOL C
LEARNING OBJECTIVES — Setting suitable learning challenges	LO1	Leadership Objectives for SEN	○	●	●
	LO2	SEN Policy Document	×	●	●
	LO3	LS- Curriculum Link	×	●	×
	LO4	Range of Support Options	×	●	○
	LO5	Identification & Assessment of SEN	●	●	●
	LO6	Individual Education Plans	●	●	●
	LO7	Assessment & Reporting on SEN	×	◉	×
	LO8	Fostering Home-School Connection	◉	●	●
TEACHING ACTIVITIES — Responding to pupils' diverse needs	TA1	LS Session Execution- SEN Principles	○	●	●
	TA2	Range of Instructional Approaches	○	●	◉
	TA3	Clearly Set Student Expectations	●	●	○
	TA4	SEN-Specific CR Instruction	◉	●	○
	TA5	Differentiated Planning & Instruction	×	●	×
	TA6	Multi-Sensory Approach- LSU	×	●	●
	TA7	Multi-Sensory Approach- CR	×	●	×
ACCESS ARRANGEMENTS — Overcoming barriers to assessment and learning	AA1	CR Accommodations & Modifications	○	●	○
	AA2	Assessment Accommodations & Modifications	◉	●	○
	AA3	Flexible Support Options	×	●	×
	AA4	Use of Peer Support	◉	◉	◉
	AA5	Opportunities for Multi-Sensory Learning	×	●	○
	AA6	Use of Behaviour Management Techniques	○	●	○
	AA7	Availability of Human Resources	○	●	×
	AA8	Accessibility to Curriculum	○	●	○
LEARNING ENVIRONMENT — Factors influencing day-to-day interactions within inclusive settings	LE1	Routines: Consistent	●	●	●
	LE2	Routines: Understood by All	●	●	●
	LE3	Supportive CR Climate: Physical Scene	●	●	●
	LE4	Supportive CR Climate: Calm Learning Atmosphere	●	●	●
	LE5	Supportive CR Climate: Student Groupings	●	●	×
	LE6	Supportive CR Climate: Teacher Responsiveness to Learner with SEN	◉	●	×
	LE7	Supportive CR Climate: Wrap-up of Lesson	●	●	×
	LE8	Leadership Involvement in SEN	○	●	◉
	LE9	Whole-School Approach to SEN	×	●	○
	LE10	Staff Role Adequacy	×	●	◉
	LE11	Teamwork & Co-ordination	×	●	◉
	LE12	Adequacy of Resources to handle SEN	●	●	◉

KEY TO LEVEL OF PRESENCE OF COMPONENT:

●   Strong

◉   Moderate

○   Weak

×   Absent

—   No data evidence

8. STEP 8- IJDAT META-MATRIX STRENGTH-ORDERED COMPONENT MATRIX

STRENGTH INDICATOR	IJDAT CODE	COMPONENT
●	LO5	Identification & Assessment of SEN
	LO6	Individual Education Plans
	LE1	Routines: Consistent
	LE2	Routines: Understood by All
	LE3	Supportive CR Climate: Physical Scene
	LE4	Supportive CR Climate: Calm Learning Atmosphere
◉	LO1	Leadership Objectives for SEN
	LO2	SEN Policy Document
	LO8	Fostering Home-School Connection
	TA1	LS Session Execution- SEN Principles
	TA2	Range of Instructional Approaches
	TA3	Clearly Set Student Expectations
	TA4	SEN-Specific CR Instruction
	TA6	Multi-Sensory Approach- LSU
	AA2	Assessment Accommodations & Modifications
	AA4	Use of Peer Support
	LE5	Supportive CR Climate: Student Groupings
	LE7	Supportive CR Climate: Wrap-up of Lesson
	LE8	Leadership Involvement in SEN
	LE12	Adequacy of Resources to handle SEN
○	LO3	LS- Curriculum Link
	LO4	Range of Support Options
	LO7	Assessment & Reporting on SEN
	TA5	Differentiated Planning & Instruction
	TA7	Multi-Sensory Approach- CR
	AA1	CR Accommodations & Modifications
	AA3	Flexible Support Options
	AA5	Opportunities for Multi-Sensory Learning
	AA6	Use of Behaviour Management Techniques
	AA7	Availability of Human Resources
	AA8	Accessibility to Curriculum
	LE6	Supportive CR Climate: Teacher Responsiveness to Learner with SEN
	LE9	Whole-School Approach to SEN
	LE10	Staff Role Adequacy
	LE11	Teamwork & Co-ordination
✕	—	None

META-MATRIX IJDAT COMPONENT
STRENGTH-ORDERING DECISION RULES:
If Meta-Matrix IJDAT Component has:

● * 3 = ●

Between ● * 2 and ◉ *3 = ◉

Between ◉ * 2 and ○ * 1 = ○

✕ * 3 = ✕

_ * 3 = —

INDICATOR	STRENGTH
●	Strong
◉	Moderate
○	Weak
✕	Absent
—	No data evidence

9. STEP 9- SUMMARY TABLE OF MOST CONSISTENT BEST PRACTICES ACROSS THE THREE SCHOOLS

Based on Strong to Moderate Components from the IJDAT Meta-Matrix:

ELEMENT	CODE	COMPONENT	STRENGTH OF PRACTICE
LEARNING OBJECTIVES Setting suitable learning challenges	LO5	Identification & Assessment of SEN	Strong
	LO6	Individual Education Plans	Strong
	LO1	Leadership Objectives for SEN	Moderate
	LO2	SEN Policy Document	Moderate
	LO8	Fostering Home-School Connection	Moderate
TEACHING ACTIVITIES Responding to pupils' diverse needs	TA1	LS Session Execution- SEN Principles	Moderate
	TA2	Range of Instructional Approaches	Moderate
	TA3	Clearly Set Student Expectations	Moderate
	TA4	SEN-Specific CR Instruction	Moderate
	TA6	Multi-Sensory Approach- LSU	Moderate
ACCESS ARRANGEMENTS Overcoming barriers to assessment and learning	AA2	Assessment Accommodations & Modifications	Moderate
	AA4	Use of Peer Support	Moderate
LEARNING ENVIRONMENT Factors influencing day-to-day interactions within inclusive settings	LE1	Routines: Consistent	Strong
	LE2	Routines: Understood by All	Strong
	LE3	Supportive CR Climate: Physical Scene	Strong
	LE4	Supportive CR Climate: Calm Learning Atmosphere	Strong
	LE5	Supportive CR Climate: Student Groupings	Moderate
	LE7	Supportive CR Climate: Wrap-up of Lesson	Moderate
	LE8	Leadership Involvement in SEN	Moderate
	LE12	Adequacy of Resources to handle SEN	Moderate

10.i. STEP 10- SUMMARY TABLE OF LEAST PREVALENT PRACTICES ACROSS THE THREE SCHOOLS

Based on Weak to Absent Components from the IJDAT Meta-Matrix:

ELEMENT	CODE	COMPONENT	STRENGTH OF PRACTICE
LEARNING OBJECTIVES Setting suitable learning challenges	LO3	LS- Curriculum Link	Weak
	LO4	Range of Support Options	Weak
	LO7	Assessment & Reporting on SEN	Weak
TEACHING ACTIVITIES Responding to pupils' diverse needs	TA5	Differentiated Planning & Instruction	Weak
	TA7	Multi-Sensory Approach- CR	Weak
ACCESS ARRANGEMENTS Overcoming barriers to assessment and learning	AA1	CR Accommodations & Modifications	Weak
	AA3	Flexible Support Options	Weak
	AA5	Opportunities for Multi-Sensory Learning	Weak
	AA6	Use of Behaviour Management Techniques	Weak
	AA7	Availability of Human Resources	Weak
	AA8	Accessibility to Curriculum	Weak
LEARNING ENVIRONMENT Factors influencing day-to-day interactions within inclusive settings	LE6	Supportive CR Climate: Teacher Responsiveness to Learner with SEN	Weak
	LE9	Whole-School Approach to SEN	Weak
	LE10	Staff Role Adequacy	Weak
	LE11	Teamwork & Co-ordination	Weak

10.ii. STEP 10- SUBSTRUCTED VARIABLES: PRIMARY EFFECT OF EXPRESSED FACTORS ON LEAST PREVALENT IJDAT COMPONENTS

CODE	COMPONENT	FACTORS AFFECTING SEN PROVISION				
		AWARENESS	SCHEDULING	STAFFING	GOVERNMENT	PEDAGOGY
LO3	LS- Curriculum Link	✔	✔			✔
LO4	Range of Support Options		✔	✔	✔	
LO7	Assessment & Reporting on SEN	✔				✔
TA5	Differentiated Planning & Instruction	✔			✔	✔
TA7	Multi-Sensory Approach- CR					✔
AA1	CR Accommodations & Modifications			✔		✔
AA3	Flexible Support Options	✔	✔	✔	✔	✔
AA5	Opportunities for Multi-Sensory Learning	✔				✔
AA6	Use of Behaviour Management Techniques	✔				✔
AA7	Availability of Human Resources			✔		
AA8	Accessibility to Curriculum	✔	✔	✔		✔
LE6	Supportive CR Climate: Teacher Responsiveness to Learner with SEN	✔				✔
LE9	Whole-School Approach to SEN	✔				
LE10	Staff Role Adequacy	✔		✔		✔
LE11	Teamwork & Coordination	✔	✔	✔		✔

While it would be reasonably safe to assume that all the identified factors play a part in all the identified outcomes, predictor-outcome relationships were established on the basis of primary influence. To give an example of this reasoning, scheduling primarily influences LO4 (range of support options) rather than LO7 (assessment & reporting on SEN) and therefore a relationship between the predictor variable and outcome has been established.

11.i. STEP 11- FACTORS AFFECTING SEN PROVISION ACROSS THE THREE SCHOOLS STUDIED

FACTOR	NUMBER OF LEAST PREVALENT INCLUSION JIGSAW COMPONENTS AFFECTED			
	Learning Objectives	Teaching Activities	Access Arrangements	Learning Environment
Awareness	2 of 3	1 of 2	4 of 6	4 of 4
Scheduling	2 of 3	___	2 of 6	1 of 4
Staffing	1 of 3	___	4 of 6	2 of 4
Government	1 of 3	1 of 2	1 of 6	___
Pedagogy	2 of 3	2 of 2	5 of 6	3 of 4

11.ii. STEP 11- BAR GRAPH OF FACTORS AFFECTING SEN PROVISION ACROSS THE THREE SCHOOLS STUDIED